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ABSTRACT

Described are characteristics of the Employer-Supported Parental Involvement in Education program (ES/PIE), designed to foster collaboration between education agencies and employers. An overview of the program details basic assumptions, core activities, and the roles of school districts and employers. Subsequent content provides a guide to program implementation focusing on how to (1) get the school district committed to implementing the ES/PIE program; (2) identify and recruit employer partners; (3) prepare school staff for outreach; (4) set up an outreach delivery system; and (5) encourage the employer partner to implement change in the workplace. Concluding comments briefly discuss program monitoring and evaluation. Numerous materials related to program implementation are included as exhibits, such as a survey of employee interest, various letters, a sample agenda for lunch hour seminars, and a community resources checklist. (RH)

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THE EMPLOYER-SUPPORTED PARENTAL INVOLVEMENT IN EDUCATION PROGRAM (ES/PIE)

An Educator's Action Guide to ES/PIE Program Implementation

Sponsored by the National Institute of Education

November 1985

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THE EMPLOYER-SUPPORTED PARENTAL INVOLVEMENT IN EDUCATION PROGRAM (ES/PIE)

An Educator's Action Guide to ES/PIE Program Implementation

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Sponsored by the National Institute of Education

November 1985

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I. PROGRAM BACKGROUND AND PURPOSE

Parents play an essential role in the education of their children. Research on effective schools has shown that parent and community involvement in support of schools are major ingredients in the formula for effective schools and quality education. On the basis of these findings, an increased emphasis has been placed on encouraging parents to take a more active role in the education of their children, and to increase their contact with teachers and other members of the school staff.

Participation in parent-teacher organizations, volunteering for in-school support efforts, pupil tutoring, library work, chaperoning field trips, and taking part in other activities designed to help schools do their work better, continue to be the most common forms of school support from parents. Parent involvement in these activities is highly valued by teachers and other school officials. They interpret this participation as parental interest and concern for schools and education. When involved parents are recognized publicly, especially in front of their children, it sends two messages--one to the children whose parents are there, and another to those children whose parents are not present. Non participation inevitably comes across to both teachers and children as lack of interest and concern.

Unfortunately, most school activities for parents are scheduled during school hours. Working parents, particularly mothers who work full-time outside the home most of the day, often cannot participate. Faced with the conflicting demands of the workplace, the home, and their children's schools, working parents are often forced to choose between meeting responsibilities as employees or as parents. However, this dilemma can be resolved through effective employer-school efforts that benefit parents, employers, children, and schools.

For more than four years, the Working Parents Project of the Southwest Educational Development Laboratory (SEDL) in Austin, Texas, has conducted research on the interrelationships between work and family life with working parents from the perspective of both two-parent and single-parent families. A particular focus of this research has been on the ability and availability of working parents to be involved in the education of their children.

On the basis of Working Parents Project research and other research, and information about programs or projects underway in the region and nation, the Project has developed and piloted a program designed to assist school districts and employers in working together. A program is defined here as a set of related activities designed for the purpose of producing an effect or a specific result. The goal of the Working Parents Project's program is to foster a form of collaboration between education agencies and employers to avoid some of the dilemmas and relieve the conflicts that working parents experience. It is called the EMPLOYER-SUPPORTED PARENTAL INVOLVEMENT IN EDUCATION (ES/PIE) program. This name can be changed to one

that better fits the needs, concerns, and style of a particular school district or community.

The main components of the ES/PIE program, and the strategies for their implementation, have been designed on the assumption that school districts are interested in developing a completely new program to deal with the issues of involving working parents. However, this may not be the case in all communities. Where schools have already begun partnership efforts--for example, an adopt-a-school program--the guide can also be used to complement or expand existing efforts.

II. PROGRAM OVERVIEW

A. Program Assumptions

The ES/PIE program was developed on the basis of six fundamental assumptions about parents' interests and motivation, school staff attitudes, and employers' interests and concerns. These underlying assumptions are as follows:

1. Most parents, including working parents, are interested in and concerned about the education of their children.

2. Most teachers. principals, counselors and other administrators want to encourage the highest level of parent involvement in educational activities at school, at home, and in other community settings.

3. The involvement of parents in the education of their children is a positive force that fosters appropriate behavior in school, greater academic achievement, and better communication as well as cooperation between home and school.

4. Most employers, whether in the private or public sector, are willing to consider the involvement of their employees in their children's education as a legitimate concern that can be addressed in the workplace.

5. The ES/PIE program is a non binding collaborative effort, based on good faith and the mutual interests and goals shared by the school district, the employer, and parents.

6. Many school districts are already engaged in some of the activities that will be described. The ES/PIE program can be helpful to these schools, because there are administrative as well as public relations advantages in consolidating such collaborations and to institutionalizing them in the form of a program, with a special name, clearly identified leaders, and allocated resources.

B. Main Program Activities

The ES/PIE program consists of a set of activities and practices designed to help working parents become more involved in the education of their children. The program's main activities are:

1. A series of outreach services delivered by a school district to working parents in the workplace. These services would provide parents with skills and information to effect participation in the education of their children and make informed decisions about their children's educational future.

2. Utilization of workplace communication channels by the school district in order to deliver information about school events and educational issues to employees.

3. Adoption, by employers, of more flexible policies and leave mechanisms that would allow working parents greater flexibility to attend school events scheduled during work hours that are important to them, their children, their children's teachers, and the school.

The ES/PIE program requires school districts and employers to work as partners in a two-way collaborative effort. The school district is responsible for initiating the program by approaching employers in its service area and inviting their participation. After the school district and the employer become acquainted, both partners assume active and clearly defined roles and responsibilities for the operation, success, and continuity of the program. However, it is working parents who will contribute the most time and effort.

C. School and Employer Roles

1. Role of the school district

The role of the school district in the ES/PIE program is to initiate and actively participate in a collaborative effort that promotes and facilitates the involvement of working parents in the education of their children. With ES/PIE, the school district provides timely informational outreach services directed to parents in their workplaces.

The ES/PIE program requires a concerted effort from the school district to provide information to the employer partner about regularly scheduled activities and events that may be of interest to parents. In addition to information, the outreach services can be expanded to provide some limited skills, materials, and guidance to help parents assist their school-age children with their school homework, assignments, and other educational activities. The program also requires an increased awareness by school personnel of the limitations of parents who work full-time during the day, or who have non standard hours, such as evening, night, or other irregular work schedules.

The capacity of the school district to provide community outreach activities may need to be developed. However, these community activities need to become a regular function which targets parents, private-sector employers, public-sector employers, and community agencies. In many districts, approval for the ES/PIE program may have to be secured from the school district's board of trustees. This internal approval process may be time-consuming. However, if granted, approval generally results in the needed support and resource allocation for successful implementation of the program. The governing boards of some school districts may already have policies designed to increase support from the community. For these school districts, the ES/PIE program can be implemented more quickly.

Publicity about ES/PIE can help generate community wide support for school district and increase the likelihood that the general public--as taxpayers--will be willing to bear the cost of education. To begin implementation of the ES/PIE program, the school district needs to designate a person and/or office to act as liaison with the employer partner.

2. Role of the employer

The role of the employer partner in ES/PIE is to help promote and facilitate the involvement of its employees in their children's education. The employer partner can implement some or all of several alternative measures suitable for adaptation to meet its own particular conditions or restraints, as well as the special needs and interests of its employees.

The employer partner can provide the school partner with space on its bulletin boards or internal newsletters to publicize school events and activities of interest to its employees. The employer partner can also provide the space and the opportunity for the school district partner to deliver, in the workplace, seminars or workshops on topics of interest to its employees. In addition, the employer partner, as part of ES/PIE, can encourage its employees to make use of available leave mechanisms to attend school functions or other activities which meet the educational needs of their children. Or, it can offer special leave provisions to be used by employees exclusively for school-related purposes. Under the ES/PIE program, the employer partner can accomplish a transfer of energy to the educational enterprise. Most of that energy will be provided by parents themselves who have primary interest in the educational success of their children. The employer should provide the initial push which helps remove barriers that could inhibit the natural interest working parents have in providing their children with maximum educational opportunities.

The enhanced sense of well-being the employees experience will benefit the employer partner, as will the loyalty of employees to an employer who is willing to consider their special needs. The employer partner should view the time and resources spent on this program as both a sound strategy to increase morale and reduce turnover, a short-term goal, as well as to help schools produce better educated workers and consumers, a long-term investment.

To begin work on the collaborative activities, the employer partner should designate a person or office to act as liaison with the school district partner.

III. PROGRAM IMPLEMENTATION GUIDE

Implementing the ES/PIE program consists of a series of interactions between the school district liaison and one or more employer partners. For the sake of brevity, the singular--partner--will be used, although a school district may try to recruit and work with more than one partner at the same time. At each step, the school district's actions will be designed to elicit reactions on the part of the employer partner. In turn, these reactions will require the school partner to take some follow-up action. Certain decisions along the way will be required of the school district partner. Others may be joint decisions between both partners, and still others will be made solely by the employer partner. These decisions will be followed by one or more related actions.

A. Assumptions

The program implementation guide was developed with nine basic assumptions in mind. They refer to where the program implementation initiative resides, the necessary level of support for the program, and the relative size of the district and its community. The assumptions are as follows:

1. The initiative to implement the ES/PIE program most likely will come from the school district partner, or from a third party, such as a professional educator, a parent, or a community organization.

2. The initiative to implement the ES/PIE program in a school district does not have to come from its highest authority, such as the district superintendent. It could come from a teacher, counselor, principal, other school official, or third parties previously mentioned.

3. Efforts to implement the ES/PIE program should be at least endorsed, if not actively promoted, by the school district's higher level authorities.

4. The ES/PIE program implementation can proceed by phases or stages over time, and these can include one, some, or all of the activities recommended for either partner.

5. The ES/PIE program can involve one or more employer partners or even more than one school or school district in an area.

6. The ES/PIE program is not restricted to large districts or cities with large employers as many of the activities can be carried out in small communities as well.

7. The ES/PIE program implementation guide can be used without any direct or indirect support from its developers (SEDL).

8. This ES/PIE program implementation guide will be in a form that allows for easy printing or reproduction provided that prior approval is obtained from SEDL.

9. The primary user of this guide will be the liaison person or office of the school district partner.

B. Program Implementation Activities

The ES/PIE program implementation guide consists of five sections with specific activities, steps, outcomes, resources, and references to sample materials. The sections and activities are as follows:

1. HOW TO GET THE SCHOOL DISTRICT COMMITTED TO IMPLEMENTING ES/PIE
   - 1.1 Achieving Consensus and Attaining Approval for ES/PIE
   - 1.2 Publicizing the ES/PIE Program within the District and to the Community

2. HOW TO IDENTIFY AND RECRUIT EMPLOYER PARTNERS
   - 2.1 Identifying Potential Partners
   - 2.2 Getting Additional Partners for ES/PIE

3. HOW TO PREPARE SCHOOL STAFF FOR OUTREACH
   - 3.1 Assessing Needs and Interests in the Workplace
   - 3.2 Using the Partner's Internal Communication Channels
   - 3.3 Preparing for Workplace Seminars and Workshops

4. HOW TO SET UP AN OUTREACH DELIVERY SYSTEM
   - 4.1 Managing the Outreach Team and Resources
   - 4.2 Getting the Employer Partner Ready for Outreach Visit
   - 4.3 Reporting ES/PIE Activities to the Decision-Makers

5. HOW TO ENCOURAGE THE EMPLOYER PARTNERS TO IMPLEMENT CHANGE IN THE WORKPLACE
   - 5.1 Opening up New Channels of Communication with Working Parents
   - 5.2 Helping Employer Partner to Encourage Working Parents Communicate with Each Other
   - 5.3 Helping Employer Partner to Examine Leave Policies and Practices
   - 5.4 Encouraging Employer Partner to Adjust Leave Policies to Promote and Facilitate Parental Involvement in Education

Each section contains a description of activities, expected outcomes, products, or results, some exemplary notes, and where feasible, reference to samples of appropriate materials included as Exhibits.

Some exhibits can be reproduced as presented. Others have been reduced to save space. Others can be easily modified by placing the school district name, the partner's name, and the city in the appropriate places.

1. How To Get the School District Committed to Implementing ES/PIE

The first step, after becoming familiar with the ES/PIE program goals and assumptions, and concluding that the program is appropriate for the school district and the community, is to convince colleagues and superiors of the need to support efforts to get such a program underway.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
1.1 Achieving consensus and attaining approval from the school district to implement the ES/PIE program. It is necessary to determine that school district personnel feel that there is a need to improve communication with working parents and that the ES/PIE program could meet those needs.	
a. Discuss the ES/PIE program with school staff and colleagues to determine whether there is a consensus that the school district needs to improve communication with working parents and to increase the level of their involvement.	• Validation of need for and feasibility of implementing ES/PIE in the school district and community. (See Exhibit 1.1a.)
b. Explain to staff and colleagues how ES/PIE can help address those needs until a consensus has been achieved that ES/PIE is a viable program for the school district.	• Consensus about need for ES/PIE program.
c. Prepare a brief proposal which summarizes ES/PIE to the appropriate persons, if necessary, to seek the designation of a general coordinator and liaison; and to secure the necessary resources, like time and assistance from other school district personnel.	• Written internal proposal for implementing ES/PIE. (See Exhibit 1.1c) • Liaison/coordinator appointed and team backup designated. • Resources allocated.
d. Review policies and practices of the school district concerning work away from campuses and offices during regular hours or in the evening. Verify that they will allow designated staff to perform the outreach tasks as needed, and their work to be compensated for according to policy.	• Identification of appropriate procedures for compensatory time agreements and time away from campus.

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ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
e. Identify the main units within and outside the school district that can be used as resources for information, materials, or speakers if needed. (See Exhibit 1.1e and Section VI., Resources.)	• Directory of resources, identifying their location and availability.
f. Identify existing communication mediums used by the school district, like newsletters, bulletins, and contacts with local radio, TV, and newspaper reporters.	• List of mediums, contact persons, deadlines, and format.
1.2 Publicizing the ES/PIE program within the school district and in the community at large. An important key to the success of a new program is creating awareness of and support for those who spend the extra effort to make the partnership program work.	
a. Establish methods for recognizing school district team participation in ES/PIE activities and acknowledging contributions to the program.	• Acknowledgment in personnel file and performance appraisal.
b. Use internal mediums--newsletters, memoranda, and bulletin boards--to tell the school district staff about the ES/PIE program and ways they can contribute to its success.	• Greater awareness of ES/PIE within district. • Support from other district staff for ES/PIE activities. • Additional resources.

2. How To Identify and Recruit Employer Partners

In order to select from among the many employers that may operate in the area, some criteria needs to be developed to choose who to approach first. This decision is very important because once one employer has agreed to participate, it is easier to approach others to follow the lead.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
2.1 Identifying potential partners to invite to participate in the ES/PIE program. There cannot be a partnership without a partner. After identifying the school district team and identifying or developing appropriate materials, the process to identify and recruit partners begins.	
a. Gather information about the largest employers in the area. Get size of work force, male-female percentages, work schedules. A likely source for this information is the local Chamber of Commerce.	• List of companies and employers with information about their employees.
b. Ask colleagues and other professionals in human services and other community leaders what they know about these workplaces. Assess the reputation of these workplaces as employers, and their past support for other educational activities.	• Assessments of reputation of employers.
c. Rank the workplaces from those being potentially most promising to those least likely to participate according to the information available.	• Ranking of employers from best potential prospects to those potentially least likely to participate.
d. Find the names of the managers in charge of human resources at one of the more promising workplaces. This manager's title may be personnel director, human resources manager, training manager, or employee relations manager. NOTE: Some companies also have employee assistance programs, wellness programs, or activities	• Name(s) and title(s) of managers to contact.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
for employees and their families. The manager of such programs or activities also may be an appropriate contact.	
e. Ask friends and/or colleagues for knowledge about the selected contact. Telephone the contact person asking for an appointment to discuss the ES/PIE program. Introduce self with reference to name of mutual acquaintance who indicated that contact might be the right person to talk with. State that contact person will be sent a written description of the basic ES/PIE program concept to read in preparation for planned meeting.	• Appointment for visit made using name of mutual acquaintance.
f. Send the letter and appropriate enclosures as soon as possible. (See sample letter and sample ES/PIE description, Exhibits 2.1f.)	• Letter with ES/PIE enclosures, such as 2.1fa,b,c,d.
g. If the first person visited does not have the final authority to act upon the school district's proposal, use the meeting to get information about the prospective partner's internal organization, operations, work force, shifts, and availability and location of meeting rooms and cafeterias. This information will be useful in meetings with the decision-maker in that business or organization.	• Written observations about place and information gathered--a short memo for the files. • Name obtained of the person with the authority to approve the proposed project.
h. Meet with the appropriate person or committee and explain the rationale for the district's interest in implementing ES/PIE. Explain the program emphasizing the district's commitment to provide the outreach with its own staff as part of their work. Use any local data or anecdotes that you may have to support the schools' need to reach out to working parents where they	• Prospective partner now knows what the school district offers and what it asks from the partner.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
can be found--in the workplace. NOTE: It is likely that no firm response may be obtained right then and there.	
i. Follow up the meeting with a letter restating what the school district asks and what it offers to the partner. (See Exhibit 2.1i.)	• Letter summarizing school district's proposal.
j. Allow reasonable length of time for prospective employer partner to consider school district request. NOTE: Decisions are made differently in each organization. Sometimes decisions are made by one person, but frequently they are made by a committee, a task force, or a board whose members need time to meet and consider their involvement.	• Waiting period allowed.
k. Follow up letter, after a reasonable period of time has elapsed, with a telephone call to the contact person to ask about the status of the proposal.	• Information from contact person about status of things.
l. Most businesses and agencies will state what they have agreed to in a letter. Secure such a letter from partner indicating specific dates and/or events, identifying the contact person or office, and describing the way the partners will decide on future activities.	• Letter of agreement secured that includes name and title of contact or liaison person and tentative plan with timeline.
2.2 Getting additional partners for the ES/PIE program.	
After obtaining the initial commitment to participate from the first partner, begin work to get additional partners.	
a. Ask employer partner's liaison to suggest names of colleagues in other companies that may become prospective partners.	• Contacts. • Referrals.
b. Using the first partner as reference, repeat steps in 2.1.	

3. How to prepare the school staff for outreach.

At the beginning of the partnership the partners will learn about the needs and resources each brings into the relationship. Sometimes employers may have had neither the opportunity nor the need to collect information about their employees' needs and interests. If that is the case, the school district can assist the employer partner in this process. One way to get a wider range of opinions and perspectives, and to determine needs and procedures to obtain information, is to arrange to have a small group of employees, representing various departments and levels, to be the support committee to the employer liaison.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
3.1 Assessing needs and interests in the workplace. Short surveys are a fast and economical way to obtain information about relative interest for various topics, as well as willingness of employees to participate in possible ES/PIE program activities.	
a. To deal with partner uncertainty about employees' needs and interests, provide the format for a survey the partner can conduct using its own procedures and channels. NOTE: Sometimes a business may prefer that the school district conduct the survey, to avoid the appearance of invading employees' privacy.	• Survey format.
b. Discuss with employer partner the purposes of survey. Suggest to employer partner to consider which sections of survey format, presented as Exhibit 3.1b, are needed. The sections are:	• Selection of survey sections to be used.
1) information about numbers or proportions of children of employees in the various grade levels,	• Frequency counts.
2) relative interest of employees in a set of proposed seminar topics, and	• Ratings of interest.
3) employees' willingness to attend the seminars under various scheduling arrangements.	• Ratings of preference.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
NOTE: Depending on the size of the work force, a smaller sample could be selected from the total work force.	
c. Suggest to the employer liaison to examine surveys, tally responses, and analyze data collected as a joint activity. Decisions can then be made about most popular topic, the best time to schedule the activity, and possible groups of employees by their children's grade levels. NOTE: A sample of a survey analysis and report is included as Exhibit 3.1c.	• Decisions about topics. • Decisions about scheduling. • Decisions about groupings.
3.2 Using the partner's internal communication channels to deliver educational information. There are basic steps involved in preparing materials for use with the employer partner's internal communication mediums to communicate with its working parents.	
a. Select a set of facts or concepts to be communicated; talk with colleagues and school administrators; preview official documents, newspaper clippings, and other sources to obtain information, advice, and concepts educators think parents, including working parents, should have.	• List of messages to send to working parents.
b. Find brochures, flyers, or pamphlets that the school district may already have produced or acquired which are available for use.	• List of available printed resources.
c. If unable to find suitable printed material, write a rough draft of a set of short information pieces. Then have several colleagues review them for content and clarity.	• Drafts. • Revisions.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
d. Rank the materials prepared and/or available in terms of importance and priority to the school district.	• Ranking of priority of messages.
e. Determine, from employer liaison person, what mediums are available and what restrictions each has for space, deadlines, and so forth. NOTE: Possible mediums include regular internal newsletters, space on regular bulletin boards or on an "Education News" bulletin board, internal memorandums, and notices placed in employees pay envelopes.	• List of employer mediums available for communicating messages to employers.
e. Produce or reproduce the appropriate materials and submit them to the employer liaison for appropriate action (e.g., printing, editing, stuffing, posting, and/or distribution).	• submission of message to employer liaison. • Distribution of material(s) to employees.
f. Ask for a copy of the product--newsletter, flyer, memorandum, etc.--for the school district's file.	• File of samples from materials used by employer partner. (See Exhibit 3.2f.)
3.3 Preparing for workplace seminars and workshops. A seminar or workshop conducted in the workplace by an outside expert is a popular and effective way to deliver information, knowledge, and skills. Such meetings usually take place during the lunch period, and are often held in cafeterias, meeting rooms, or training facilities.	
a. Consult with the liaison to choose one or more topics to be developed in the form of a lunch-hour seminar or workshop. NOTE: These should be topics that the school district partner wants working parents to be informed about and the employer partner's liaison is reasonably certain parents in the workplace will	• List of topics for seminars.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
attend. Along with ongoing topics of interest to parents, examine current issues under discussion by the school district and community, particularly those that would involve major changes, such as curriculum, school boundaries, etc. (See Exhibit 3.3a.)	
b. Identify at least two people in the school district who have topic knowledge or information that needs to be developed and presented.	• Names, titles of potential presenters.
c. Ascertain the potential school district staff interest and willingness to work in this program. NOTE: A school administrator may need to release such staff for short times from their regular duties to work with the ES/PIE program.	• Commitments to participate from presenters. • Commitments to authorize participation from their supervisors.
d. Schedule a work session with the presenters to structure the presentation and develop an outline of major points to be covered.	• Outline for presentation.
e. Prepare or select appropriate handouts for participants to reinforce presentation topics.	• Handouts prepared. (See Exhibits 3.3a,b,c,d,e,f.)
f. Rehearse the presentation so that it fits into the time frame that has been agreed upon and allotted by the liaison. (See Exhibit 3.3f for a sample agenda with suggested time allocations, and Tips for Presenters, 3.3f,a.)	• Time allocations made.
g. Once the presentation date and time are set, make sure that the presenter or presenters have cleared participation with their own supervisors, and that transportation arrangements have been made, so that all persons involved will arrive at the workplace together, with all the materials that they need. NOTE: If the topic requested	

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
requires expertise not available within the school district, several alternative potential resources are suggested in Exhibit 1.1e.)	

4. How To Set Up An Outreach Delivery System

The delivery of outreach services to parents in the workplace requires that the school district set up a group of staff with a special mission, under the leadership and coordination of the district's liaison. It is important that this team be well managed, that available resources be identified or if necessary developed, and that activities be recorded, monitored, and reported to the proper authorities. The activities that follow are designed to meet those purposes.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
4.1 Managing the outreach team and resources. A team has been assembled and trained to perform specific tasks on an irregular basis. Since these tasks are not part of team members' normal daily activities and are not under the control of their regular supervisors, set up a system to schedule their ES/PIE work, to obtain release of their time, to give them credit for their special work, and to evaluate their performance for their personnel files.	
a. For each topic prepared, have at least two people trained and ready to deliver presentations. Distribute the presentations evenly among them.	• Schedule of presenters.
b. For each topic, have a supply of materials and handouts ready. Place them in a box at a central location where presenters can pick them up before going to the seminar.	• Materials and supplies.
c. Keep a log of all activities relating to ES/PIE for school district's purposes. This log can be a valuable tool for estimating the effort involved in each activity and for evaluating them.	• Log of activities.
d. Set up file folder for each employer partner in order to keep all materials and correspondence relating to ES/PIE efforts with that partner in one place.	• Folder for each employer partner.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
4.2 Getting the employer partner ready for outreach visit. The following activities may be carried out to make sure that the employer partner is ready for the outreach activity, and that adequate arrangements for time, space, and publicity have been made in advance of the visit.	
a. Visit the seminar setting. Study the layout, seating arrangements, and ask about making any changes needed to increase the intimacy and casualness of the setting. NOTE: Sometimes--for example, when businesses share the same building or are in close proximity, as in industrial parks--a partner may sponsor the seminar and open it to employees of other businesses.	• Visit to seminar or event site.
b. Ascertain the extent and form of publicity being used to promote participation in the seminar. Ask if the partner has access to a media production department, or to a computer with graphics capabilities. Encourage the use of these facilities to make the flyer or announcement as attractive as possible. (See Exhibit 4.2b for samples.)	• Copies of publicity pieces used. • Flyers. • Announcements. • Memoranda.
c. Determine meal arrangements needed for presenters and participants. Tell the presenters whether participants will be eating lunch during seminar.	• Meal arrangements.
d. Find out how accessible the seminar facility is to the employees, where presenters will park, and if plant access badges are needed for presenters.	• Parking and access to site.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
e. Provide the employer's liaison with necessary information for introducing the presenter, including name, title, and a brief description of the kind of work the school district presenter does.	• Short biography of presenters for employer liaison.
f. Suggest an agenda according to the guidelines and format given in Exhibit 3.3f.	• Workshop/seminar agenda.
g. Find out how much time has been allocated for the seminar. NOTE: Remember that participants may need some time to get to the location, time to get their lunches, if provided, and time to get back to their work stations.	• Allocation of time for participants.
h. Allocate the available time for introductions, presentations, audience participation, and evaluation. (See Exhibit 4.2h for a sample agenda.)	• Allocation of time for agenda.
i. Tell the presenter exactly how much time is available so that he or she can adjust the presentation accordingly.	• Fine tuning of presentation.
j. Suggest that the employer liaison or someone on employer's team serve as a timekeeper to ensure that time limitations are observed.	• Timekeeper appointed.
4.3 Reporting ES/PIE activities to the decision-makers. An important part of the school liaison's work is keeping immediate superiors informed about the progress of ES/PIE program implementation activities.	
a. Submit to the appropriate school district administrator a regular (monthly, bimonthly, or quarterly) progress report of the ES/PIE	• Progress report.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
program which includes a summary of activities, number of people reached, materials distributed, time allocated to each activity, other resources expended, and samples of newspaper clippings, partner's newsletters, or other correspondence relating to the progress and success of the ES/PIE program.	
b. Include in the report an account of the contributions made by the employer partner, both in terms of partner's time, or the partner's employees' time, as well as an account of in-kind contributions (e.g., printing or copying, meeting space, promotional materials, food or lunch for the presenters). NOTE: It is important to show school administrators how the school district benefits from the partnership.	• List of employer partner's contributions.
c. Where school district policies permit, provide a copy of the report to the partner's liaison. NOTE: Remember that the partner is also continually evaluating and reevaluating its participation, and it is important to show them the extent of the school district's contribution to the success of the partnership program.	• Report shared with employer liaison.
d. Use the presentation of the report as an opportunity to invite the partner's liaison and other members of their staff for a lunch and visit with school district's team members in one of the school district's cafeterias. NOTE: Personal contacts and visits to each other's workplaces build a sense of team feeling and joint ownership of the ES/PIE collaborative effort.	• Information exchanged. • Team spirit. • Mutual understanding.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
e. Help your employer partner get public recognition for its participation in ES/PIE. After making sure that they do want your help with publicity, use the school district's contacts with local media to get the story reported. Workplace seminars may interest the local paper's lifestyle or community editor because of the education and working-parents, working-mothers angle. The business editor may be interested in the changing nature of the work force, and the adjustments that employers are making to workers' needs.	• News releases issued before events to local media. • News releases issued after events to local media.

5. How To Encourage the Employer Partners to Implement Change in the Workplace

The activities presented in this section are probably the most sensitive part of the ES/PIE program because they involve the school district partner asking the employer partner to examine its internal policies and practices, and take measures to promote certain changes to benefit working parents.

This apparent intrusion on the part of the school district into the employer's internal affairs must come after sufficient trust has developed between the partners. It requires the school district partner to show that its own internal policies and practices have adjusted to provide opportunities for meaningful parent participation in the schools

There is no substitute for the best understanding possible by the school district liaison of the limitations and constraints of the employer partner. Therefore, the school district liaison's role is to encourage and assist the employer partner to do its own self-examination and make its own decisions.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
5.1 <u>Opening up new channels of communication with working parents.</u>	
a. Discuss with the partner's liaison ways to gain access to the workplace internal communication channels for use in providing working parents with additional educational information.	• Identification of partner's internal media.
b. Supply the partner's liaison with school calendars to be made available to employees in the workplace and posted on bulletin boards. <u>NOTE</u>: Most school districts provide parents with school calendars. Some are posted on the refrigerator door; many others are simply lost or misplaced. Working parents, always under pressure to organize their time and activities, could benefit from having an extra copy in their work areas, where feasible. (See Exhibits 5.b,a,b,c for sample calendar formats.)	• Supply of calendars. • Calendars posted on bulletin boards.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
c. Request information from the employer partner's liaison about copy deadlines, required format, use of graphics, etc., to prepare news briefs to be submitted for publication in the appropriate form.	• Deadlines, format, and other requirements.
d. Provide the employer liaison with timely reminders of fixed-date, district-wide events that can be published in the partner's internal media. NOTE: Suitable information for these mediums include dates for mandatory parent-teacher conferences, staff development days, and state and local testing.	• News briefs for posting. • News briefs for publication.
e. Provide the employer liaison with short, timely pieces with tips to help parents prepare themselves or their children for special events, such as testing, parent-teacher conferences, etc. NOTE: Parents could be reminded to make whatever advance arrangements are needed, such as transportation, alternative care, or request for leave time.	• Tips to help parents prepare for events.
5.2 Helping working parents communicate with each other. Working parents, especially single parents, report that co-workers are second only to the immediate family as sources of advice and help with the education and care of their children. Work takes more than half of working parents' available time each day, and the workplace is the setting where working parents are most likely to find other parents with similar needs and concerns.	
a. Use the liaison's support committee suggested in section 3.1 to help the employer liaison follow up seminars and workshops by encouraging the	• Follow up on seminars.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
formation of small, informal support groups, made up of parents having similar interests and needs.	
b. Encourage the employer liaison to assist in the formation and continuation of groups of employees who share common interests. These Special Interest Groups (SIGs) could be formed by inviting parents to meet during their lunch hour on specific days in a pre-designated place. NOTE: The types of SIGs that could emerge include those of parents with children in elementary, middle, and high school. Another type is that of parents with children who attend the same school, parents who live in the same neighborhood, single parents, etc.	• Formation of one or more SIGs.
c. School district liaison should encourage the partner's liaison to facilitate the formation of SIGs. The development of each SIG should be left up to the interests and identified needs of its members.	• Assistance if needed.
d. School district liaison should provide education-related information and assistance that SIGs identify and communicate to their liaison with the school district. NOTE: Some needs that could be identified by a SIG may be outside the school district's area of competence. However, there may be other community organizations and agencies capable of providing needed information or services to those parents. The school district liaison can assist the employer partner's liaison in locating these services. A growing number of large	• Specialized information, training or skills.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
corporations and businesses provide their employees with Information and Referral Services to the existing community resources. Also, an increasing number of employers have established Employee Assistance Programs (EAPs). In recent years, some EAPs have expanded their services beyond substance abuse, to provide other forms of counseling and training, such as stress management, home financial management, and marital counseling. (See Exhibits 5.2d,a,b,c.) Many employers have also begun to provide wellness programs that include physical as well as mental health activities.	
5.3 Examining leave policies and practices of the workplace. A principal barrier to greater involvement in the education of their children as reported by working parents during interviews with the authors of ES/PIE was the real or perceived resistance on the part of their supervisors to grant leave for school involvement purposes. Access to the partner's internal communication mediums, the workplace seminars, and the formation of SIGs all represent a response of concern on the part of the employer partner to its employees and their children. The activities that follow can contribute to strengthening the collaborative efforts on behalf of working parents and their children, which is the goal of ES/PIE.	
a. Suggest to the employer liaison that the ES/PIE committee, including representatives of SIGs, if any, examine the leave policies and practices as currently applied.	• Examination of leave policies.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
b. Precede or follow that examination with information-gathering activities designed to determine if parents have experienced difficulties in securing time releases to attend to the school needs of their children.	• Information gathered.
c. Conduct a short survey among various groups or levels of employees about leave policy issues. NOTE: However, managers are often reluctant to conduct surveys because they tend to create false expectations, and there is a potential for creating negative feelings between supervisors and subordinates.	• Survey of practices and perceptions.
d. Obtain insight (rather than quantitative information) into the issue of leave policies by using SIGs as focus groups to examine the problems experienced with leave requests by members and other employees that they may know about.	• Focus groups examine leave experiences of parents.
e. Assist the employer liaison and its support committee to examine the information gathered from employees through surveys or focus groups, and the policies and practices as described by the employer's manual in order to determine whether any action is needed, and to prioritize among the alternatives suggestions described in the next section.	• Summative information about policies and practices for leave requests and employees' perceptions of those policies and practices. • Suggestions for changes.
5.4 Encouraging the employer partner to adjust leave policies to promote and facilitate parental involvement in education.	
Depending on the characteristics of the workplace, its organization, work schedules, and nature of its work force, one or more of the alternative	

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
actions that follow may be advisable. The best guide as to what might be needed is the information and recommendations developed by the ES/PIE committee as suggested in the previous section.	
a. Request that top management encourage line managers and supervisors to grant, whenever possible requests for school involvement purposes, if the employer already provides adequate short-term leave policies.	• Memo encouraging flexibility from top management to supervisory personnel. (See Exhibit 5.4a.)
b. If the smallest length of leave allowed is a full day, ask management to consider modifying that policy to allow for leaves shorter than a day, at the discretion of supervisors, provided that leave is requested in advance, and the absence of the employee does not cause undue hardships to other employees or interfere with the productive process.	• Consideration of alternative leave policy.
c. If no adequate means exist for employees to to request time away from work to attend to the educational needs of their children, suggest that the ES/PIE committee request that a new policy for school involvement be considered by management. It could allow a fixed number of hours each calendar year for parents to use to attend parent-teacher conferences, meetings with counselors, and other special school events.	• Consideration of school involvement leave.
d. If the school district mandates parent-teacher conferences to be held on a set date, have ES/PIE committee ask management for a special parent-teacher conference leave to be used only for those days, and scheduled within each unit so that all parents are not absent	• Request for special event leave.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
from work at the time time. (For an example of a general appeal to employers, see Exhibit 5.4d.)	

IV. PROGRAM MONITORING AND EVALUATION

To best determine how well the ES/PIE Program is developed, implemented and accomplishes its goals, two kinds of activities should be used. These are program monitoring and program evaluation. Each has a slightly different approach and purpose. They can be conducted by the school district liaison or its designee. This section discusses the monitoring as well as the evaluation efforts for an ES/PIE program.

The purpose of this section is to provide the school district liaison with suggestions about monitoring and evaluation, strategies for carrying out these suggestions and indications of what will be the results, outcomes or products from using the strategies. School districts, either through their liaison person or a person(s) assigned to do the monitoring/ evaluation effort can use this section as a guide to assessing ES/PIE. The extent to which such efforts are undertaken in school districts will be determined locally.

The monitoring effort focuses mainly on short-term implementation issues and requires day-to-day assessment of activities and accomplishments. However, monitoring which includes documenting the implementation process can serve as a means of examining more thoroughly the integrity of effect and outcome assessments.

Evaluation will focus more on program effects and outcome. School districts may not have the time or the resources to develop separate data collection measures to evaluate each new program that is being implemented. For ES/PIE, monitoring and evaluation need not be seen as entirely separate enterprises requiring entirely different data collection. In fact, these two activities should be coordinated in such a way that one benefits from the other.

A school district might consider having different staff assigned to the ES/PIE monitoring and evaluation efforts. In the pages that follow, some examples of the type of information that the program monitor and/or program evaluator will need are provided, along with some examples of ES/PIE monitoring and evaluation activities. The program monitor and/or program evaluator should begin coordinating their efforts when the ES/PIE program implementation formulated.

A. Providing monitor with information about ES/PIE.

The school district liaison needs to provide the program monitor with sufficient background information about the general ES/PIE program description for him/her to achieve a clear understanding about how the district has adapted the ES/PIE program to meet its own needs and objectives.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
A.1 Describe the school district's ES/PIE program to the person in charge of monitoring the district's ES/PIE program.	
The district's goals, intended activities and expected outcomes need to be stated, along with an indication of resources to be used and tentative implementation timelines. The monitor will act as a time and score-keeper for the district's ES/PIE implementation.	
a. Describe specific needs identified to be addressed by school district through ES/PIE.	• List of needs.
b. Describe specific activities, expected outcomes, and timelines.	• Implementation plan.
c. Describe available resources (people or materials) that have been identified within the district to help the ES/PIE program.	• People (presenters). • Materials.
d. Describe resources (people or materials) that have been identified outside the district that can be used for ES/PIE purposes.	• People (consultants). • Materials.
A.2 Provide the program implementation plan to the monitor.	
a. Discuss proposed monitoring instruments or techniques that monitor plans to use.	• Log keeping.
b. Provide monitor with program implementation plan, including specified activities, tasks, assignments, and deadlines.	• Timelines.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
c. Set up schedule for regular updates from monitor on program implementation progress.	• Update schedule.
d. Analyze jointly regular updates and develop corrective measures that may be warranted.	• Regular meetings.

B. Evaluating the ES/PIE Program Activities.

The evaluation activities to be carried out will depend on the specific program activities planned. The school district liaison needs to work closely with the person in charge of the evaluation.

There are some evaluation activities that may require prior approval from the employer liaison. Therefore, the evaluator should ideally be one more member of the school district's ES/PIE team, and be involved in all planning activities for the implementation of ES/PIE by the school district.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
B.1 Assess the strategies and materials used for promoting the ES/PIE program and for recruiting employer partners. This assessment is important because an employer's decision to participate in ES/PIE with the school district will be influenced by the district's approach and the information and materials provided during the promotion and recruitment phase.	
a. Obtain from the school district liaison the materials used in the promotion and recruitment of the employer partner.	• Materials used.
b. Request that the school district liaison or the person who made the personal visit to present the ES/PIE proposal to the employer write for the program files a confidential note with his/her impressions of the meeting, any concerns or doubts raised by the employer, and any other information that may help determine why the employer accepted or rejected the invitation to participate.	• Confidential report or • Debriefing interview by evaluator of school district visitor.
c. After an employer partner has been committed and a working relationship has been established, request the employer liaison's advice on other employers or businesses to approach, and how it can best be done. NOTE: Business people, and in particular personnel managers and other human resources profession-	• List of contacts. • Suggested approaches.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
als often have close relations with their peers in other organizations.	
d. Request that employer liaison review the program's informational materials and suggest ways to make them more effective or appealing.	• Revised materials. • Other suggestions.
B.2 Assess the strategies and materials used by the employer partner to promote workplace seminars. This assessment is important because a working parent's decision on whether or not to attend a given seminar will be influenced by the strategy and materials used to promote it.	
a. Obtain from the employer liaison information about how a given seminar was promoted and samples of the materials used. (See Exhibit 3.2f.)	• Samples of promotional materials.
b. Obtain from the employer liaison information about the dates when notices about the seminars were posted, distributed, or published, and where and how often.	• Dates, places, etc. (See Exhibit 4.2b.)
c. Ask seminar participants how they found out about the seminar, when, and what was the main reason that they decided to attend. NOTE: This will require prior approval on the part of the employer liaison. It should be pointed out how useful the information to be collected could be for the employer's own assessment of its internal communication channels.	• Question on seminar evaluation form or show of hands prior to start.
B.3 Assess the seminar plans and the actual delivery. This assessment is important because the implementation process is often influenced by factors that cannot be	

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
anticipated. Consequently, the actual seminar delivered may be quite different from its design.	
a. Request plans for the seminar--its projected duration, contents, handouts, etc.--from the school district liaison.	• Seminar plan.
b. Compare plans with actual seminar delivered. (See Exhibit E2,3b for sample observation/recording form.)	• Observation form.
c. Examine factors that explain why there was a discrepancy.	• Report.
d. Compare seminar delivery with suggestions for seminar presenters. (See Exhibit 3.3f,b.)	
e. Provide that information to the school district liaison and presenter, if appropriate.	• Report. (See Exhibit 3.1c.)
B.4 Assess seminar attendance, opinions, and satisfaction of participants.	
This assessment is important because a minimum level of participation may be required by either employer or district partner to justify the delivery of future additional seminars on the same or other topics.	
a. Record the number of participants compared to the number expected by the employer liaison and the total potential audience.	• Observation form.
b. Record the level of audience participation in terms of questions asked, comments made about information presented, etc.	• Observation form.
c. Ask employer liaison to include in the agenda a brief seminar evaluation form. (See Exhibit E2,4c for a sample.)	• Seminar evaluation form.

ACTIVITIES	RESULT, OUTCOME, OR PRODUCT
d. Offer employer liaison the option to participate in the analysis and summary of the report on the seminar. (See Exhibit 3.1c for a sample report.)	• Report on seminar.
B.5 Assess the relative success of ES/PIE program influence in changing the employer's leave policies to improve parents' involvement in the education of their children. This assessment requires close collaboration from and contact with the employer liaison and its support committee. It will consist of their own assessment of the workplace general climate, and any other information gathered, along with their recommendation to their own management for changes.	
a. Interview liaison to determine if they plan to examine leave policy issues, and how.	• Information about plans.
b. If they plan to survey their employees, request to be a part or assist with the analysis of the data.	• Findings.
c. If they plan to use focus group meetings, request that you be invited to attend/observe, or at least to get a summary report of their findings, conclusions and recommendations or request to management for action.	• Recommendations.
d. Interview employer liaison to determine if ES/PIE support committee recommendations were accepted and implemented by employer.	• Information about changes implemented.

LIST OF EXHIBITS

SECTION	TITLE
1.1a	ES/PIE Program Description (full size)
1.1c	ES/PIE Program Proposal for district (reduced)
1.1e	Community Resources Checklist (full size)
2.1f	Letter to employer requesting appointment (full size)
2.1f,a	Promotional Brochure for Workplace Seminars (full size)
2.1f,b	Same as above, no district name (full size)
2.1f,c	Public Education Needs Employer Support (full size)
2.1f,d	Parent Involvement and its Relationship to Student Achievement--The Impetus for Operation Fail-Safe
2.1,i	Letter of confirmation of agreement (full size)
3.1b	Survey of Employee Interest (full size)
3.1c	Summary Report on Seminars and Survey (reduced)
3.2f	Sample Flyer to "Brown Bag Luncheon" (full size)
3.3a	Possible Topics for Workplace Seminars (from Workiny Parnts Project research findings) (full size)
3.3e,a	Operation Fail Safe Brochure (reduced)
3.3e,b	Operation Fail Safe Brochures (reduced)
3.3e,d	International Reading Association Booklets (reduced)
3.3e,e	Austin ISD Testing Calendar (reduced)
3.3e,f	Austin ISD Brochure on Teams Exam (full size)
3.3f,a	Sample Agenda for Lunch Hour Seminars (full size)
3.3f,b	Some Tips for Seminar Presenters (full size)
4.2b	Sample Newsletter Announcement (enlarged)
4.2h	Actual Seminar Agenda (full size)
5.1b,a	Austin ISD School Calendar (reduced)
5.1b,b	Niagara Falls School District Calendar/Guide (reduced)
5.1b,c	Round Rock ISD School Calendar (reduced)
5.2d,a	The Parent Center, Albuquerque Public Schools Brochure (reduced)
5.2d,b	Work and Family Institute, Vocational Education Pamphlets (reduced)
5.4a	Corporate Statement of Support for Employee Involvement in the Education of their Children (draft, full size)
5.4d	Houston ISD Letter to Employers (full size)
E2.3b	Observation Form (for monitoring seminars) (full size)
E2.4c	Seminar Evaluation Form (full size)

EMPLOYER-SUPPORTED PARENTAL INVOLVEMENT IN EDUCATION: A PROGRAM FOR SCHOOL-EMPLOYER COLLABORATION

INTRODUCTION

Parents are essential actors in the formal education of their children. For many dual-earner and single-parent families, however, the uncoordinated and often conflicting demands of school and workplace may force parents to choose between meeting their work and their parental responsibilities. These dilemmas and conflicts are unnecessary and can be resolved.

The Working Parents Project (WPP) of the Southwest Educational Development Laboratory (SEDL) in Austin, Texas, offers some research-based suggestions. With funding from the National Institute of Education, WPP has developed and is sharing a set of guidelines under which schools and employers can work together to relieve some of the dilemmas to the benefit of all concerned: employers, school personnel, parents, and especially the children.

WPP STRATEGIES FOR INCREASING PARENTAL INVOLVEMENT IN EDUCATION

Active support of schools by private sector businesses and other employers can take many forms. Some forms involve transfer of tangible goods, including not only what a business produces, but also money and certain services. One example of that type of business-school collaboration is the popular Adopt-a-School model, such as those in place between the Dallas and Austin Independent School Districts and their respective business communities. The pairing of schools or programs with specific businesses or organizations provides an excellent avenue for involvement by those workers who are childless or those whose children are no longer in the schools.

The Working Parents Project recommends that another type of business-school collaborative effort be initiated. one that would impact the educational attainment of children by (1) helping working parents and single parents to become more involved in education and to participate in activities with their own children at their own schools, and (2) having schools extend information to working parents at their workplaces. We call this strategy EMPLOYER-SUPPORTED PARENTAL INVOLVEMENT IN EDUCATION, or, for short, ES/PIE.

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1. The Role of Employers in ES/PIE

WPP proposes that employers make part of their corporate policies a statement that actively affirms the value for society of a better educated new generation. If employers not only facilitate but actually actively promote the involvement of their employees in the education of their own children, they will accomplish a massive transference of social energy to the educational enterprise. The bulk of that energy is provided by the parents themselves, who have the primary vested interest in the educational success of their own children. The role of the employer is to provide the initial push, to remove some barriers that currently may restrain the universal interest that working parents have in providing their children with maximum educational advantages.

Children must be perceived by businesses as future workers who will continue to produce goods and services and as future consumers of those same goods and services.

In addition to these long-term considerations, it is important to note that there are benefits in a trend toward an increasing humanization of the workplace, where workers can expect to be treated more as whole persons rather than just replaceable human resources. The affirmation of the value of children's education in general, and that of the children of employees in particular, would let employees know that the employers care about them and their families. This should have a positive effect on the overall employees' level of satisfaction and on their morale and productivity.

WPP suggests a number of alternative measures that represent various levels of corporate commitment and support, with corresponding costs of corporate time and resources. The adoption of a formal "Corporate Statement of Support for Parental School Involvement," when issued by the highest corporate authority, makes explicit the rationale for encouraging employees to become more involved in the education of their children.

Some specific measures that can be taken include:

a) Promotion of the use of already existing leave mechanisms for parental involvement in the education of children

b) Provision of a new policy of matching, hour for hour, existing short-term, hourly leave provisions, provided that such leave is requested by employees in advance and for school involvement purposes. This policy could establish a maximum number of hours per calendar (or school) year to be matched for each employee.

c) Another alternative is the establishment of a special form of short-term leave, to be designated for school involvement purposes, and to be requested and granted following established procedures, not to exceed a set number of hours per calendar year.

d) Provision of space on a bulletin board(s) or regular space in internal newsletters or other information channels to be used to publicize information about educational issues, school activities, or other education-related items of interest to parents. The

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information may be furnished by employees themselves or it may be received from liaison persons in the schools, school districts, PTAs, etc.

e) Provision of access to and suitable space for informational or training activities for employees, using speakers, leaders, or trainers provided by schools, school districts, voluntary organizations, or any other appropriate community agencies.

f) Provision of access to corporate facilities and resources, including either a special fund for these activities or use of corporate training mechanisms, to support training and information activities concerning children and education.

g) Provision of facilities for the operation, on the work site, of special purpose groups of employees, such as Social Support Groups of Single Parents.

2. The Role of Schools in ES/PIE

There is sufficient evidence that school personnel, including teachers, principals, and other administrators, value parental participation. Despite such attitudes, however, specific practices and policies of schools may actually discourage participation and support on the part of parents. Most teachers and school administrators have not received, as part of their formal education, specialized training to prepare them for successful implementation of parental participation policies and practices.

The strategy that WPP recommends represents a true two-way collaborative effort between employers and schools. The strategy requires from the school partners:

a) A concerted effort to provide information to employers about regularly scheduled activities, such as holidays, inservice training days, achievement testing periods, parent-teacher conference periods, etc.

b) Increased awareness by school personned of the limitations of those parents who work full-time during the day, so that at least some school activities, both at the classroom level and at the school-wide level, are scheduled in a more balanced fashion between day and evening hours. Such rearrangements of schedules would increase the likelihood that working parents, with support from their employers, could take part in more school events.

c) Finally, schools can provide outreach activities of an an informational nature, directed to parents in their workplaces. The capacity of individual schools' to provide this outreach may be limited, but permanent "public relations" efforts are becoming more common, especially among large, urban school districts that can afford specialized personnel. These efforts taryet parents, the private sector, and other community organizations.

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Publicity about this particular kind of school-business activity can generate community-wide support for the educational enterprise, increase community cohesiveness, and increase the chances that the general public, as taxpayers, will be willing to bear the cost of education in general.

In order to carry out its part of the collaborative effort, the school districts may designate a person or office to act as liaison with the participating businesses.

The following are some of the activities that could be the responsibility of the liaison person or office:

a) To gather necessary information about educational events from school principals, other school administrators and teachers.

b) To provide information to employers about system-wide activities, such as the official school calendar and announcements of special events, and about special events that will take place in individual schools. The format can be a newsletter suitable for posting in specially designated areas in the workplaces.

c) To identify, within the school district, resource persons and materials that can be used for outreach activities.

d) To identify resources outside the school district, such as local community programs, voluntary organizations, professional organizations, educational service centers, colleges of education, education research and development agencies, etc.

e) To prepare a program of self-contained, short (one hour or less) outreach activities that can be carried out at workplaces (e.g., "brown bag seminars" to be held during the lunch hour or at other suitable times). Topics that have been used in other programs and that are supported by specific comments made by respondents in the WPP research with dual-earner and single-parent families include:

   1) preparation for parent-teacher conferences,

   2) parental involvement options for working parents,

   3) helping with homework,

   4) developing good home study habits,

   5) Relating to children, and

   6) questions and answers about school policies and issues, such as counseling for career choices, vocational education, determination of attendance zones, parental access to school records, transfer policies, school safety, school lunch programs, cross-town transportation, provision of in-school after-school care, gifted and talented programs, summer school programs, etc.

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These activities and other changes in procedures and policies of employers, schools, and other agencies can be of great importance to those arising from child care, their children's education, and other family needs. Changes such as those discussed here should be welcomed by other workers, such as those single, childless, or with older children, since these measures could also accommodate their own needs for a satisfying personal life apart from their jobs and careers.

REACHING WORKING PARENTS: A PROPOSAL FOR ACTION

Background

As part of the school district's efforts to expand parent involvement, the district has been reviewing a program developed by the staff from the Southwest Educational Development Laboratory's Working Parents Project (WPP). Funded through the National Institute of Education, this project presents some research-based suggestions which address ways of involving dual-earner and single-parent families more in their children's schools and education. The Working Parents Project puts forth a series of useful guidelines for ways in which both schools and employers can work together towards this goal. Their strategy, the Employer-Supported Parental Involvement in Education program (ES/PIE), is discussed and expanded upon in this summary to specifically address the AISD educational setting.

AISD is interested in this strategy because of its expressed goal to seek ways of increasing parent involvement. Community support for this goal has been demonstrated in many ways, including via a community involvement recommendation (#8) in the Forming the Future program. That recommendation stated that "Improved communication between parents and schools is needed on curriculum and school issues." Workshops were one of the vehicles suggested as a means towards implementing this recommendation.

Description of the Strategy

Essentially, the Employer-Supported Parental Involvement in Education program would bring the school to the workplace via a series of seminars on topics of mutual concern to the school district and parents. Such topics might include: H.B. 72, the Essential Elements and Curriculum Reform, AISD discipline policy etc. Initial meeting of the parents could be on a broad topic, such as H.B. 72. Out of that first seminar, additional areas of parental concern could be identified. These issues could then be the focus of future seminars.

Implementation of Project

The following process would be employed in implementing this program:

- via a media effort during August (brochures to prospective employers, press releases, public service announcements, etc.), information concerning this project could be communicated to Austin area employers
- those employers interested in having AISD staff persons conduct seminars would contact the designated school district contact person to indicate their desire to participate
- a cadre of knowledgeable AISD staff would be identified as speakers to prospective employer parent groups
- based upon feedback from parents during these initial seminars, additional topics generated will be presented at follow-up sessions during the school year
- AISD would evaluate the effectiveness of this project during the spring of 1986 via questionnaires, informal discussions with participating parents and AISD staff, and other measures.

Expected Benefits of the ES/PIE Program

The perceived benefits of this program are as follows:

- The school district has a new vehicle for communicating important information concerning its policies and programs to working parents in a direct, personal way. This is particularly important in view of the tremendous changes brought about by H.B. 246 and H.B. 72
- AISD has an opportunity to communicate to working parents its concern for actively involving them in the education of their children and its sensitivity to the inherent constraints that working parents must operate under in dealing with the school district
- AISD is able to ascertain the concerns of many working parents from all socioeconomic levels, thus providing a valuable new source for parental input
- Employers have another way of showing their employees that they care about them and their children. Additionally, they can communicate their support for the schools and the community to their respective workers
- Parents have direct access to the school personnel for information of great importance to their children's education

Exhibit 1.1c

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Exhibit 1.1e

COMMUNITY RESOURCES CHECKLIST

The following is a partial list of various types of organizations and agencies that may operate in your community. At some point, any one of these could become a source of information, materials, speakers, or general support for your ES/PIE program. Remember that all of these are either public, public service, or not-for-profit organizations, and therefore, within reasonable limits, they may be able and willing to provide your program with materials or services. In all cases, they will appreciate whatever good publicity and recognition your school or school district can provide to them.

1. Colleges and universities, in particular faculty in the college of education, departments of psychology, sociology, home economics, and the schools of business, social work, and nursing. In addition. some colleges and universities have special extension and community outreach programs.
2. Junior colleges and community colleges. Often offer programs in child care, child development, and other skills directed to adults.
3. Agricultural extension agencies. In many states, the county extension functions have expanded to include family concerns such as child care, parent education, and work and the family, in addition to agricultural topics, nutrition, home economics, and financial counseling.
4. Chambers of Commerce. Many times they have departments concerned with education and other quality of life aspects of the community. Ideal channel to reach other members of the business community.
5. Hospitals. Many conduct outreach preventative health education programs, such as wellness programs, and have speakers' bureaus and printed and audiovisual materials.
6. Professional associations and organizations. Many have local chapters to which professionals in your community belong. These include various organizations of educators, personnel officers, human resource managers, business and professional women's organizations. etc.
7. Voluntary organizations. In addition to parent/teacher organizations, other groups such as Junior League chapters, YWCA and YMCA and others have educationally-related programs and activities.
8. Fraternal organizations. Some, like Lions, Rotary Clubs, Elk Lodges, Shriners, and others, also often get involved in and provide funds for educationally-related activities.
9. Charity umbrella organizations, such as United Way, United Fund, March of Dimes, etc., also conduct or sponsor educational activities. They often compile community directories of social services, listing those that receive their support and other resources.
10. Social service agencies. Whether private or publicly funded, social service organizations often conduct educational and other outreach activities and publish booklets and other materials.

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Exhibit 2.1f

August 14, 1985

Mr./Ms. So and So
Manager, Human Resources
Acme Consolidated Industries, Inc.
My Town, My State Zip

Dear Mr./Ms.

This is to follow up on our telephone conversation. We appreciate this opportunity to talk to you about our Employer-Supported Parental Involvement in Education (ES/PIE) program. As you can see from the enclosed description of the program, there are a number of ways in which the school district and your company can work together to help your employees help their children get the best education possible.

I am looking forward to meeting with you next Wednesday morning. I will be accompanied by Ms. Terry Smith, our supervisor for elementary schools, who is also involved with our ES/PIE program.

Sincerely yours,

Your Name
Assistant Superintendent
My Town ISD

Enclosures

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Exhibit 2.1f,a

SEDL
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street Austin, Texas 78701 512/476-6861

Can EMPLOYERS help SCHOOLS help PARENTS help CHILDREN?

SOME FACTS:

- Parents are essential actors in the education of their own children.
- The great majority of the parents today work full-day, full-time schedules.
- A large proportion of parents' work schedule overlaps with regular school hours.
- Most working parents spend about half of their active hours in their workplace and away from home and schools.
- Most large employers have lunch rooms or cafeterias at the workplace.

A PROBLEM:

- Several provisions of the legislative mandated educational reforms being implemented by the Austin Independent School District require a greater degree of involvement from parents.
- The Austin Independent School District needs to communicate to parents important new information about options, opportunities, and restrictions that will have important implications for their children's educational careers/future.
- Because of time restrictions and overlapping schedules, many working parents encounter serious difficulties regarding participation in school events and in communicating with their childrens' teachers and school administrators.
- For the same reasons, individual schools and the school district face difficulties reaching **WORKING PARENTS** with important information, responding to their questions, and clarifying issues and policies of great importance to parents and their children.

A PARTIAL SOLUTION TO COMMUNICATING WITH WORKING PARENTS IS...

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REACHING WORKING PARENTS AT THEIR WORK PLACES!

- The Austin Independent School District, with assistance from the Southwest Educational Development Laboratory*, Austin, Texas, offers this service in a special effort directed to parents that are otherwise hard to reach.

- You, as a concerned employer, can show your support for education in general and for your employees and their children, in particular, by facilitating school district representatives' access to interested employees **IN YOUR WORKPLACE.**

- Face-to face seminars or workshops with small groups of interested employees can take place during lunch breaks or at other suitable times, at any convenient place in your facility.

- There are a number of specific topics that can be presented in the form of lunch hour/brown bag seminars, to address the issues of greatest interest to parents.

- These forms of person-to-person communication with authoritative school personnel, can effectively convey important information and clarify confusing and/or complicated policies and issues.

- In addition, you can provide space in your own internal communication media, such as newsletters and bulletin boards, for information and/or announcements about important school events or issues.

- There are other ways in which you can facilitate your parent/employee's participation in the education of their children. The Austin Independent School District, with technical assistance from the Southwest Educational Development Laboratory in Austin, Texas, can work out more detailed plans with you, in order to match your specific needs, concerns, limitations, and resources with the needs of your parent/employees and their children.

---

*The Southwest Educational Development Laboratory is a private, non-profit corporation located in Austin, Texas and serves educational research and development needs of state and local education agencies in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

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Exhibit 2.1f,b

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street Austin, Texas 78701 512/476-6861

Can **EMPLOYERS** help **SCHOOLS** help **PARENTS** help **CHILDREN?**

SOME FACTS:

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- The great majority of the parents today work full-day, full-time schedules.
- A large proportion of parents' work schedule overlaps with regular school hours.
- Most working parents spend about half of their active hours in their workplace and away from home and schools.
- Most large employers have lunch rooms or cafeterias at the workplace.

A PROBLEM:

- Several provisions of the legislative mandated educational reforms being implemented by the school districts require a greater degree of involvement from parents.
- School districts need to communicate to parents important new information about options, opportunities, and restrictions that will have important implications for their children's educational careers/future.
- Because of time restrictions and overlapping schedules, many working parents encounter serious difficulties regarding participation in school events and in communicating with their childrens' teachers and school administrators.
- For the same reasons, schools and school districts face difficulties reaching **WORKING PARENTS** with important information, responding to their questions, and clarifying issues and policies of great importance to parents and their children.

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- School districts offer this service in a special effort directed to parents that are otherwise hard to reach.

- Employers can show their support for education in general and for their employees and their children, in particular, by facilitating school district representatives' access to interested employees IN THE WORKPLACE.

- Face-to face seminars or workshops with small groups of interested employees can take place during lunch breaks or at other suitable times and other convenient as well as available places.

- There are a number of specific topics that can be presented in the form of lunch hour/brown bag seminars, to address the issues of greatest interest to parents.

- These forms of person-to-person communication with authoritative school personnel, can effectively convey important information and clarify confusing and/or complicated policies and issues.

- In addition, employers can provide space in their own internal communication media, such as newsletters and bulletin boards, for information and/or announcements about important school events or issues.

- There are other ways in which employers can facilitate their parent/employee's participation in the education of their children. The school district, with technical assistance from the Southwest Educational Development Laboratory* in Austin, Texas, can work out more detailed plans with individual employers, in order to match their specific needs, concerns, limitations, and resources with the needs of their parent/employees and their children.

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*The Southwest Educational Development Laboratory is a private, non-profit corporation located in Austin, Texas and serves educational research and development needs of state and local education agencies in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

For more information contact:
Dr. Renato Espinoza
Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701
(512) 476-6861

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Exhibit 2.1f,c

PUBLIC EDUCATION NEEDS EMPLOYER SUPPORT

The problems of public education currently facing our nation are very serious according to many leading education authorities. One of the most widely acclaimed reports of the present condition of education was by the National Commission on Excellence in Education and is titled A Nation at Risk. This report describes an overall decline in student achievement and states that 13% of the 17 year olds in the United States are functionally illiterate and that two-thirds cannot solve mathematics problems requiring several steps.

The Commission's report also emphasizes that American businesses and the military must spend millions of dollars on remedial education to teach the basic skills of reading, writing. spelling and arithmetic. Therefore, it is understandable that American businesses are becoming more and more interested in assuring that today's students are better educated. Companies are becoming involved in the education of America's youth by "adopting" schools and providing resources (equipment. tutors and money). While these efforts are very beneficial, businesses may have more direct impact by considering the needs of their own employees and their school-aged children.

Parents are children's first teachers and continue to be in the best position to encourage and motivate their children to succeed academically. Educational research has repeatedly shown that parental involvement in school is effective in influencing academic motivation and achievement in children. For this reason, it is imperative that all parents of school-aged children be assisted in their efforts to become involved in their children's education.

Most parents of school-aged children in the United States are employed outside the home. In Texas, 66% of married women with school-aged children and 80% of single or divorced women with school-aged children are employed. In Austin, 26,000 families with school-aged children are headed by working parents.

In research conducted by the Working Parents Project of the Southwest Educational Development Laboratory in Austin, it was found that many working parents cannot be as involved in their children's schooling as they would like because they feel they cannot request time off from work to participate in school activities. Even employees with companies which provide personal leave time or compensatory leave reported that they are reluctant to use available leave for attending school functions because it is not an acceptable reason for missing work. Therefore, it is necessary for employers to actively promote their employees' involvement in their children's education by establishing parental involvement in school as a valid reason for using leave time or compensatory time.

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Businesses can reap many benefits from encouraging parents to participate in their children's schooling. They will likely be perceived as more interested in the well-being of employees' families, which can lead to increased loyalty, morale and productivity of employees. In addition, the employer who publicly adopts a policy which encourages parents to become more involved in their children's education will likely improve its image throughout the community.

Businesses are not only affected by their public image, their image affects the attitudes and beliefs of the community. Company officers are often viewed as community leaders and serve as role models to everyone in a community. Therefore, business leaders are in a privileged position for influencing the entire community's attitudes toward the importance of education. By promoting parental involvement in school within their own organizations, business leaders will be encouraging all members of a community to become involved in the education of our youth.

Prepared by:

Working Parents Project
Southwest Educational Development Laboratory
211 E. 7th Street
Austin, Texas 78701

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Exhibit 2.1f,d

PARENT INVOLVEMENT AND ITS RELATIONSHIP TO STUDENT ACHIEVEMENT—THE IMPETUS FOR OPERATION FAIL-SAFE

The HISD has conducted two studies within the 1977-78 school year to determine the relationship between parent involvement and student achievement. The first study involved the comparison of the parent involvement in each school, as determined by the school principal, to the composite score of either the sixth, eighth or eleventh grade students on standardized achievement tests. Within elementary, junior, and senior high schools, level of parent involvement was statistically compared with achievement test scores using a correlation procedure. The analyses revealed a significant positive relationship between parent involvement and student achievement at every level. From these analyses, it can be inferred that schools with high levels of parent involvement also tend to have high achievement test scores.

A second study, a pilot parent involvement program, was also conducted during the 1977-78 school year. The Parent Assist Program was an effort to involve parents in home instruction with their children. Approximately 200 parents of third grade students participated in four schools. Criteria for selection of schools included socioeconomic and multi-ethnic factors, as well as geographical location and commitment of Area and building level administrators. Parents were recruited through meetings, telephone calls, and letters explaining the program.

A commercially prepared diagnostic test was administered to the students to identify weaknesses in the reading skills areas of word attack and comprehension. Test data and teacher input were taken into consideration in matching instructional materials to individual skills deficits. Materials were pre-packaged and distributed weekly for parent-child use at home. Completed packets were returned by the parents on a designated day of the week, at which time questions or problems could be discussed with the teacher coordinator, principal, and parent support person. A new materials packet was picked up at the same time. Materials were selected on the basis of adaptability for parent use.

The reading subtests of the Iowa Test of Basic Skills were administered pre (November, 1977) and post (April, 1978) to all third grade students in the four schools. Students not participating in the program served as a control group. Each group gained five (5) months on the reading comprehension subtest. However, when the vocabulary mean test scores for the two groups were statistically analyzed, a significant difference was found in favor of program participants. The program participants scored 1-1/2 months higher than did the control group. It was felt that the differences were found in vocabulary rather than comprehension because the materials were oriented toward word attack skills.

From these two analyses, the Houston Independent School District feels confident in actively pursuing a district-wide parent involvement program in an effort to impact the achievement levels within the school district.

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Exhibit 2.1i

AUSTIN INDEPENDENT SCHOOL DISTRICT

Operations and Community Resources

August 2, 1985

Austin, Texas, 78758

Dear Mr.

Pursuant to the discussion we held in your office last week, I offer the following comments in the program outline we will follow during the proposed seminars for parents and patrons in the work place.

The first presentation would include information, requirements, options, and student restrictions as mandated by the new legislation. Our representatives will review the academic requirements for both the elementary and secondary schools, curriculum requirements, extra curricular implications and student testing requirements. Additionally, a period for questions/answers and comments will be scheduled. We hope to package the presentation in a manner that will be interesting and informative.

Again, thank you for your cooperative spirit and your approval of our proposal. I will be available for discussion with you as you feel will be necessary.

We look forward to the seminar sessions and to working with you and your department.

Sincerely,

Assistant Superintendent
Operations & Community Resources

xc: Mr.
Dr. R. Espinoza

Attachments

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Exhibit 3.1b

SURVEY OF EMPLOYEE INTEREST

This seminar is a pilot effort to explore one way of providing educational information and skills at the workplace to employees who have school-age children. Your answers to this survey will help your employer in determining the feasibility of this approach and the nature of the educational needs and concerns of the employees.

A. GENERAL INFORMATION. Please provide the following information about each one of your school-age children:

	GENDER (M/F)	GRADE	SCHOOL	DISTRICT
1.				
2.				
3.				
4.				
5.				

B. Do you have a spouse living at home? YES _____ NO _____

C. Please rate, in a scale of 1 (Not willing) to 5 (Definitely willing), how willing you would be to participate in future seminars under the following alternative conditions (please circle one rating):

	Not Willing				Definitely Willing
1. Normal lunch period.....	1	2	3	4	5
2. Normal lunch period + some work time.....	1	2	3	4	5
3. Some work time + personal time after work at the workplace.....	1	2	3	4	5
4. Half-hour seminars after work hours at the workplace.....	1	2	3	4	5
5. Arriving 30 minutes before normal start time....	1	2	3	4	5

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D. INTEREST IN OTHER TOPICS. Please indicate degree of interest (circle one rating):

	Not Interested				Very Interested
1. "Preparing Your Child for Elementary School"...	1	2	3	4	5
2. "Helping Your Child Succeed in Elementary School".....	1	2	3	4	5
3. "Helping Your Child Succeed in Junior High School".....	1	2	3	4	5
4. "Helping Your Child Succeed in High School"....	1	2	3	4	5
5. "Teaching Your Child Good Study Skills".....	1	2	3	4	5
6. "How To Balance Academics with Extracurricular Activities".....	1	2	3	4	5
7. "Parent-Teacher Conferences: What Parents Need To Know".....	1	2	3	4	5
8. "Sex Education In The School: Why, When, and How".....	1	2	3	4	5

9. Other (please specify)_____

_____

_____

E. Do you have any additional comments?_____

_____

_____

_____

_____

_____

_____

The *** Seminars

Pilot Implementation of the ***** Program

Summary Report*
Preliminary Analyses

Two seminars were offered at *** one on August 27 and the other on August 29. The seminars were organized by AISD personnel with assistance from WPP/SEDL staff. The presenters were from Austin ISD and Round Rock ISD. These two seminars constitute a pilot effort to explore one way of providing educational information and skills at the workplace to employees who have school-age children.

The theme of both seminars was "House Bill 72." The specific topics were: (a) new curriculum requirements, (b) attendance requirements, and (c) testing requirements. During the first seminar, a brief legislative review was offered as introduction to the specific topics; during the second seminar, the legislative review was offered as part of the topics. Some of the presenters were not the same in both seminars.

Nine participants attended each seminar. These participants were requested to answer an employee survey before the seminar started and to answer an evaluation form at the end of the seminar.

WPP/SEDL staff observed and assessed both seminars, and kept track of time. A special observation form was used for this purpose.

A preliminary analysis of the responses to the employee survey and the evaluation form has been performed. A summary of the major findings is provided here. Some of the observations made by the WPP/SEDL staff are also reported.

* This is a special summary report prepared by the Working Parents Project, Division of Family, School and Community Studies, Southwest Educational Development Laboratory.

*** The company name.
***** The program name

"SURVEY OF EMPLOYEE INTEREST"
(Two seminars combined)

Major Findings

Participant Characteristics

- Fifty-six percent of the participants had only elementary grade school children while 23% had either both elementary and junior high school children or elementary and senior high school children. The remaining parents had children either in junior high only, senior high only, or pre-k.
- Forty-four percent of the participants had only male children, 33% had only female children, and 22% had both male and female children.
- Fifty-six percent of the participants had their children in an AISD school, 22% had their children in a RRISD school, and the remaining 22% had their children either in a private school, a day care center (pre-k) or in a Georgetown ISD school.
- Eighty-three percent of the participants had a spouse living at home.
- All participants were female.

Seminar Time Arrangements

- The two time arrangements under which more participants said they would be willing to attend future seminars were:
  1. Normal lunch period with some company time (78%)
  2. Half-hour seminars during normal lunch period (72%)

Additional Topics of Interest

- The five additional seminar topics in which more participants expressed interest were:
  1. "Parent-Teacher Conferences: What Parents Need To Know" (94%)
  2. "Sex Education in The School: Why, When, and How" (89%)
  3. "Teaching Your Child Good Study Skills" (78%)
  4. "How To Balance Academics with Extracurricular Activities" (72%)
  5. "Helping Your Child Succeed in Elementary School" (72%)

Exhibit 3.1c

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"EDUCATIONAL REFORM - A LOOK AT HB 72"

EVALUATION FORM
(Two Seminars Combined)

Major Findings*

Information

- Fifty percent of the participants indicated that the information was new to them. Thirty-three percent indicated that the newness of the information was somewhat in between.
- Eighty-nine percent of the participants indicated that the information was both interesting and valuable. (Eleven percent of the participants did not answer this item.)

Presenters

- Eighty-three percent of the participants indicated that the presenters seemed knowledgeable about the issues discussed. Six percent indicated that the presenters' level of knowledge seemed somewhat in between.
- Seventy-eight percent of the participants indicated that the presenters communicated the information well. Six percent indicated that the quality of the communication was somewhat in between.

Time

- Opinions from the participants concerning the time allowed for presentation were mixed and almost equally balanced (39% indicated that the time was adequate, 22% indicated that it was not, and 28% indicated that it was somewhat in between).
- Opinions concerning the time allowed for questions and discussion were also mixed and almost equally balanced (33% indicated that the time was adequate, 22% indicated that it was not, and 33% indicated that it was somewhat in between).

* There were 5 possible ratings for items concerning the seminar. The ratings ranged from 1 (Definitely Not) to 5 (Definitely Yes). For reporting purposes, ratings 4 and 5 were grouped and treated as an overall "Yes," ratings 1 and 2 were grouped and treated as an overall "No," and rating 3 was kept the same and treated as a rating somewhat in between. From 11% (2) to 22% (4) of the participants did not answer the items.

Handouts

- Seventy-two percent of the participants indicated that the handouts would be useful to them. Six percent indicated that the usefulness of the handouts would be somewhat in between.

Seminar in General

- Eighty-nine percent of the participants indicated that they would recommend the seminar to other working parents. (The remaining 11% did not answer this item.)

Benefits Obtained

- The benefits which more participants indicated they had obtained were:
  1. Information that will help them in making some decisions about their children's education (89%)
  2. Answers to questions they had (83%)
  3. Motivation to take some actions concerning their children's education (78%)

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GENERAL OBSERVATIONS
(Two Seminars Combined)

Timing

- The scheduled time was followed. (The seminar was scheduled for one hour and the time was distributed in the following way: Introduction, 5 mins.; Presentations, 32 mins. total; Discussion, 20 mins.; Evaluation, 3 mins.)

Room

- A regular conference room with a stage for the presenters was used. The room was ready on time; however, some minor changes were made to meet the needs of the presenters. A long table and chairs for the presenters were put on the stage.

Participation

- Sixty-seven percent of the participants in both seminars asked questions and/or made comments.
- More than 10 questions were asked in each seminar.
- The questions addressed the following issues:
  1. Time allowed for recess and lunch
  2. Attendance during bad weather, unexcused absences
  3. Mixed skills levels in some classrooms (grouping)
  4. Teacher work (overload, pressure), teaching approach, teacher competence
  5. Examples of specific skills required by students, minimum skills required
  6. Homework (is it really necessary? Do parents really need to spend two hours or more helping students with their assignments?)
  7. How can parents help their children?
  8. Consistency of rules/policies among schools (within and among school districts)
  9. Remedial help/tutoring on time
  10. Gifted students, skipping grades
  11. No pass - no play
  12. Use of seat belts in school buses
  13. Advising students for testing
  14. Curriculum for 4 year olds
  15. How is drug problem in school handled?

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CONCLUSIONS AND SUGGESTIONS

In general, the participants seemed interested in the topics discussed in the seminar they attended. This interest was reflected in the number and the types of questions they asked and in the comments they made during the seminar. Also, the participants seemed pleased with the way the seminar was conducted and with the outcomes. However, there were mixed feelings concerning the time allowed for presentation and for questions and discussion. This suggests that the *** participants' second choice of time arrangements for future seminars (half-hour seminars during normal lunch period) may not be appropriate, unless the seminars are limited to one specific topic and are offered frequently. Even then, time and cost involved in travelling for presenters and time and effort required from IBM officials should be considered. The first choice of time arrangements (normal lunch period with some company time) may in fact be the best for both school districts and *** officials.

In light of the findings reported here, the following actions are suggested:

1. Conduct a survey to determine the reasons why other employees did not attend the seminars and to determine their willingness to attend future ones (***, WPP).
2. Interview the *** contact person to: (a) find out his opinion about the seminars that were offered, (b) "estimate" time, cost and effort involved, and (c) determine his willingness to sponsor future seminars (WPP).
3. Survey/interview the presenters to: (a) find out their opinions about the seminars they offered, (b) "estimate" time and cost involved, and (c) determine their willingness to offer future seminars (WPP).
4. Meet to discuss the findings and any other relevant issues that should be considered to continue these collaboration activities (***, AISD, RRISD, WPP).

*** The company name

The *** Seminar

Pilot Implementation of the ***** Program

Summary Report*
Preliminary Analyses

A seminar was offered at *** on August 29. The seminar was organized and delivered by AISD with assistance from WPP/SEDL staff. This seminar constitutes a pilot effort to explore one way of providing educational information and skills at the workplace to employees who have school-age children.

The theme of the seminar was "House Bill 72." The specific topics were: (a) new curriculum requirements and (b) new extracurricular activities regulations.

Fourteen participants attended the seminar; five were male and nine were female. After the seminar was over, the participants were sent an employee survey and an evaluation form which they were to answer and return to the *** contact person.

WPP/SEDL staff observed and assessed the seminar, and kept track of time. A special observation form was used for this purpose.

A preliminary analysis of the responses to the employee survey and the evaluation form has been performed. A summary of the major findings is provided here. Some of the observations made by the WPP/SEDL staff are also reported.

* This is a special summary report prepared by the Working Parents Project, Division of Family, School and Community Studies, Southwest Educational Development Laboratory.
*** The company name
***** The program name

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"SURVEY OF EMPLOYEE INTEREST"

Major Findings*

(Respondents with school-age children)

Respondent Characteristics

- Nine of the fourteen participants (64%) responded to the employee survey and evaluation form.
- Seven of the 9 respondents had school-age children.
- Forty-three percent of the respondents had only elementary grade school children while 14% had both elementary and senior high school children. Fourteen percent had children in junior high only and 29% in senior high only.
- Twenty-nine percent of the respondents had only male children, 57% had only female children, and 14% had both male and female children.
- All of the respondents had their children in an AISD school.
- Forty-three percent of the respondents had a spouse living at home.

Seminar Time Arrangements

- The two time arrangements under which more respondents said they would be willing to attend future seminars were:

  1. Normal lunch period plus some company time (100%)
  2. Normal lunch period (72%)

Additional Topics of Interest

- The additional seminar topics in which more respondents expressed interest were:

  1. "Teaching Your Child Good Study Skills" (100%)
  2. "Parent-Teacher Conferences: What Parents Need To Know" (85%)
  3. "How To Balance Academics with Extracurricular Activities" (86%)
  4. "Helping Your Child Succeed in Junior High School" (72%)
  5. "Helping Your Child Succeed in Elementary School" (71%)
  6. "Helping Your Child Succeed in High School (71%)
  7. "Sex Education In The School: Why, When, and How" (71%)

* Responses from employees who do not have school-age children were not included in the preliminary analyses.

"EDUCATIONAL REFORM - A LOOK AT HB 72"

EVALUATION FORM

Major Findings*

(Respondents with school-age children)

Information

- Eighty-six percent of the respondents indicated that the information was new to them.
- All of the respondents indicated that the information was both interesting and valuable. (Eleven percent of the participants did not answer this item.)

Presenters

- All of the respondents indicated that the presenters seemed knowledgeable about the issues discussed.
- Eighty-five percent of the respondents indicated that the presenters communicated the information well. The remaining percent indicated that the quality of the communication was somewhat in between.

Time

- Opinions from the respondents concerning the time allowed for presentation were mixed (28% indicated that the time was adequate, 43% indicated that it was not, and 29% indicated that it was somewhat in between).
- Opinions concerning the time allowed for questions and discussion were also mixed (14% indicated that the time was adequate, 14% indicated that it was not, 57% indicated that it was somewhat in between, and 14% did not answer this item).

Handouts

- All of the respondents indicated that the handouts would be useful to them.

* There were 5 possible ratings for items concerning the seminar. The ratings ranged from 1 (Definitely Not) to 5 (Definitely Yes). For reporting purposes, ratings 4 and 5 were grouped and treated as an overall "Yes," ratings 1 and 2 were grouped and treated as an overall "No," and rating 3 was kept the same and treated as a rating somewhat in between. Responses from employees who do not have school-age children were not included in the preliminary analyses.

Seminar in General

- All of the respondents indicated that they would recommend the seminar to other working parents.

Benefits Obtained

- The benefits which more respondents indicated they had obtained were:
  1. Answers to questions they had (100%)
  2. Information about resources (71%)
  3. Motivation to take some actions concerning their children's education (71%)

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GENERAL OBSERVATIONS

Timing

- The scheduled time was not followed. The seminar had been scheduled for one hour; however, it lasted one hour and 35 minutes, with a 25 minute lunch break included. Also, the seminar started 20 minutes late.

Room

- A meeting room was used. The room had a long table at the center, with some chairs around. Before the seminar started, some minor changes were made to meet the needs of the presenters and participants. Also, more chairs were added.

Participation

- Seventy-one percent of the participants asked questions and/or made comments.
- Fourteen questions were asked.
- The questions addressed the following issues:

1. Excused/unexcused absences
2. Verification of absences
3. Excess absences and class credit
4. Makeup classwork missed when absent
5. Limits on extracurricular activities each day
6. After school care in schools
7. Length of school day
8. Effect of extracurricular limits on agricultural activities
9. Eating off campus
10. Taking children out of class for field trips, etc.
11. Career development information for students
12. Parent notes for absences over 5
13. Medical/dental appointments that cause tardiness or absence
14. When is a student counted as absent from class/school
15. When students need to decide on graduation plans
16. Limits on athletic team practices

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CONCLUSIONS AND SUGGESTIONS

In general, the participants seemed interested in the topics discussed in the seminar. This interest was reflected in the number and the types of questions they asked and in the comments they made during the seminar. Also, the participants who answered the evaluation form seemed pleased with the seminar in general and with the outcomes. However, there were mixed feelings concerning the time allowed for presentation and for questions and discussion. This suggests that perhaps future seminars should be limited to just one specific topic, especially if the topic is one that may generate lots of questions and discussion. Furthermore, closer coordination and communication regarding seminar details and pre-seminar arrangements would be needed to help ensure that the seminar is conducted smoothly and effectively within the allocated time period. This coordination and communication is important due to the time constraints of both company and school district staff.

In light of the findings reported here, the following actions are suggested:

1. Conduct a survey to determine the reasons why other employees did not attend the seminar and to determine their willingness to attend future ones (*** , WPP).
2. Interview the *** contact person and the director to: (a) find out their opinions about the seminar that was offered, (b) "estimate" time, cost and effort involved, and (c) determine their willingness to sponsor future seminars (WPP).
3. Survey/interview the presenters to: (a) find out their opinions about the seminar they offered, (b) "estimate" time and cost involved, and (c) determine their willingness to offer future seminars (WPP).
4. Meet to discuss the findings and any other relevant issues that should be considered to continue these collaboration activities (AISD, *** , WPP).

*** The company name

Exhibit 3.2f

Brown Bag Luncheons

Date: November 5, 1985

Time: 11:30 a.m. & 12:15 p.m.

Place: Ninth Floor
Training Room
First City Centre

Please bring your lunch and join other First City employees to learn more about the new requirements and educational options for our children. The topic theme for today's seminar will be "Helping Children Succeed in the Secondary Schools."

Drinks will be furnished.

Exhibit 3.3a

POSSIBLE TOPICS FOR WORKPLACE SEMINARS

1. Understanding the Recent Texas Legislation: How It Affects Schools, Your Children and You

2. Helping Your Child Succeed in School

   - When and how to help with homework
   - Helping children develop good study habits
   - How your child can manage conflicts with classmates
   - How your child can manage conflicts with teachers and other school staff
   - Participation in extracurricular activities
   - Rewarding creativity
   - Teaching responsibility
   - Motivating your child
   - What to do if your child is having a problem in school
   - How to handle the child who doesn't want to go to school

3. Parenting the Elementary School-aged Child

   - Developing stages
   - Building self-esteem
   - some subtopics under No. 2 could be covered here
   - Discipline

4. Parenting Teenagers

   - Understanding developmental tasks
   - Discipline
   - Building self-esteem

5. Child Care: When, Where and What Kind?

   - How to know when your child is ready to be left alone
   - Skills your child needs when staying at home alone
   - Choosing the best type of child care arrangement for your child
   - Locating quality, affordable child care
   - Preparing your child for taking care of him/herself and programs available to help
   - After-school and summer programs for school-aged children

6. Parent-Teacher Conferences: What Parents Need to Know

7. Summertime Programs Available for Your Child through AISD

8. Achievement Tests: Interpreting Your Child's Scores

9. Help Your Child Learn to Read Better

10. Choosing Courses for Junior and Senior High Students

11. Why Sex Education?

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Exhibit 3.3a,a

A Guide To Operation Fail-Safe Resources

Family Achievement In Learning:
Sharing Accountability For Education

A TITLE I

OPERATION FAIL-SAFE

PROGRAM

HOUSTON INDEPENDENT SCHOOL DISTRICT

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Exhibit 3.3e,b

EL DISTRITO ESCOLAR INDEPENDIENTE HOUSTON

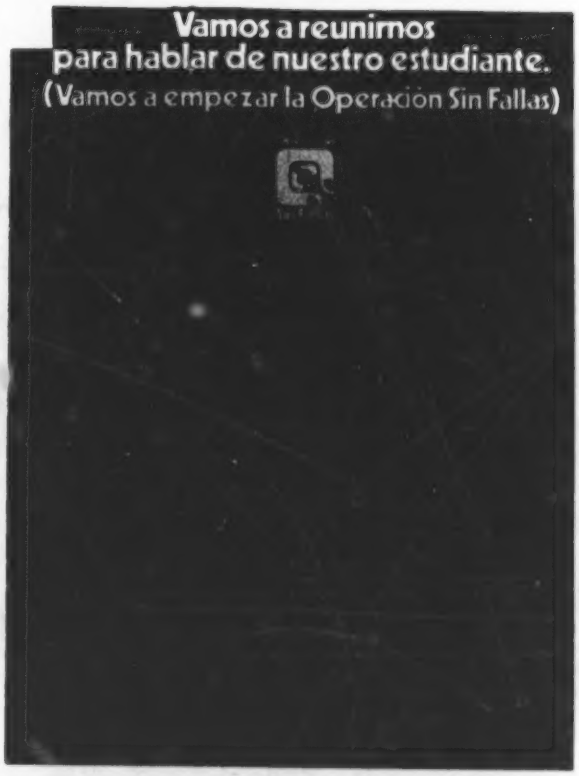
OPERACION SIN FALLAS

Este compromiso de Operacion Sin Fallas no hubiera sido posible sin el apoyo de los siguientes bancos y miembros de Houston Clearing House Association. Los gastos para la publicacion de estas memorias fueron pagados por fondos contribuidos por estos bancos.

CONTRIBUYENTES

Allied Acceptance Bank	Houston Homestead Bank
Allied Bank of Texas	Houston Investment Bank
Allied Memorial Bank	Imperial Commercial Bank, N.A.
Ambar Commercial Bank	Liberty Bank
Allied Panhandle Bank	Lockwood National Bank of Houston
Bank of Alameda	MacGregor Park National Bank
Bank of America International	Main Bank of Houston
Bank of the Southwest	Manchester Bank
Bankers Trust International	Meadowbrook National Bank
Brays Bayou National Bank	Medical Commerce Commercial Bank
Capitol National Bank	Northeast Bank
Citizens National Bank	North Side Bank
Commonwealth Bank	Northwest Bank and Trust
Colony Bank	Parkway National Bank
Sam Houston State Bank	Republic Bank
Eastwood Bank	Plaza del Oro Commercial Bank, N.A.
Fannin Bank	Reagan Commercial Bank
First City Bank - Freedom South	Republic National Bank of Houston
First City Bank - Gulfgate	River Oaks Bank & Trust Company
First City Bank - Windfield Comm. N.A.	Security National Bank
First City Bank - Westpark	Southeast Commercial Bank
First City National Bank	Southern National Bank of Houston
First International Bank	Spring Branch Bank
First Texas Bank & Trust Co.	Texas Commerce Bank
Gessner Southwest Bank & Trust	Texas A & I Commerce Bank
Guaranty National Bank	Universal Town Bank
Gulfgate Bank of Houston	Westbury National Bank
Gulf Freeway National Bank	Western Bank
Gulf Southern National Bank	West Loop National Bank
Harrisburg Bank	The Woodland Bank
Bank of Houston	Commerce Bank and Trust

Este Libro Pertenece á La Familia De_____.



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Resource Brochure

Houston Independent School District

Special Programs
and
Information

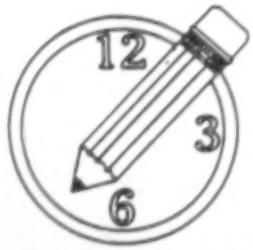
for

Students
in
Secondary Schools

Houston Independent School District

Exhibit 3.3e,c

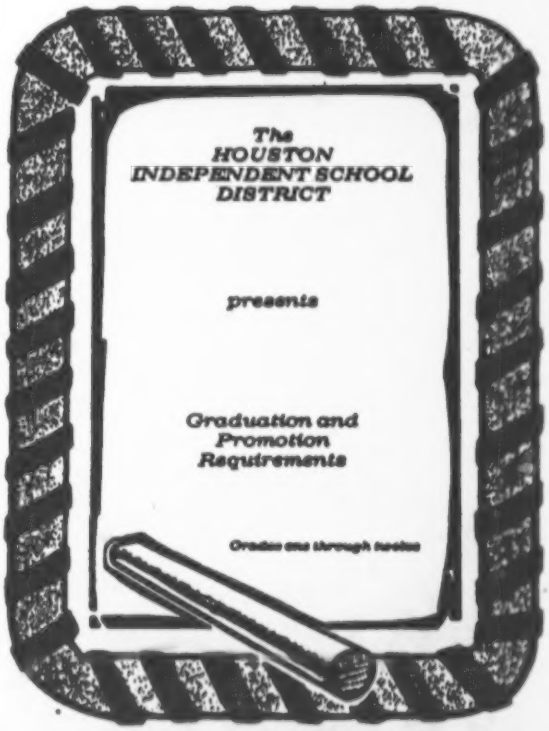
The Future is Theirs



A guide for parents in helping teens plan their future.

Houston Independent School District

62.7900



Testing in the Secondary School

Houston Independent School District

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Your Home Is Your Child's First School

Available from the International Reading Association for 50¢ each are eight small publications on parents and reading.

No. 877 *Why Read Aloud to Children?* by Julie M.T. Chan

No. 872 *What Books and Records Should I Get for My Preschooler?* by Norma Rogers

No. 870 *What Is Reading Readiness?* by Norma Rogers

No. 876 *How Can I Help My Child Get Ready to Read?* by Norma Rogers

No. 875 *How Can I Encourage My Primary-Grade Child to Read?* by Molly Kayes Ransbury

No. 874 *How Can I Help My Child Learn to Read English as a Second Language?* Marcia Baghban (Also available in Spanish)

No. 873 *How Does My Child's Vision Affect His Reading?* Donald W. Eberly

No. 871 *How Can I Get My Teenager to Read?* Rosemary Winebrenner

This brochure has been adapted from *How Can I Encourage My Primary-Grade Child to Read?* by Molly Kayes Ransbury, published by the International Reading Association and ERIC/CRIER.

International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, Delaware 19711 U.S.A.

This brochure may be purchased from International Reading Association in quantities of 100 at a cost of $3.00 per 100, prepaid only. Individual copies are free.

Good Books Make Reading Fun For Your Child

Exhibit 3.3e,d

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

GUIDANCE TESTING CALENDAR FOR 1985-86

DATE	TEST	GRADE(S)
OCTOBER, 1985		
12	Scolastic Aptitude Test (SAT) only	11-12
15-18	Differential Aptitude Tests (DAT)	10
19 & 22	Preliminary Scholastic Aptitude Test National Merit Scholastic Qualifying Test (PSAT/NMQT)	11
26	American College Testing Assessment (ACT)	12
NOVEMBER - 1985		
2	Scholastic Aptitude and Achievement Tests (SAT-ACH)	11-12
11-22	General Interest Inventory	8
DECEMBER - 1985		
7	Scholastic Aptitude and Achievement Tests (SAT-ACH)	11-12
14	American College Testing Assessment (ACT)	12
JANUARY - 1986		
25	Scholastic Aptitude and Achievement Tests (SAT-ACH)	11-12
FEBRUARY - 1986		
8	American College Testing Assessment (ACT)	12
MARCH - 1986		
15	Scholastic Aptitude Test (SAT) Only	11-12
10-14	Orleans-Hanna Algebra Prognosis Test	7

DATE	TEST	GRADE(S)
APRIL - 1986		
12	American College Testing Assessment (ACT)	12
MAY - 1986		
3	Scholastic Aptitude and Achievement Tests (SAT-ACH)	11-12
MAY -1986		
5,6,7,96 12-16	Advanced Placement (AP) Examinations for college credit	11-12
JUNE - 1986		
7	Scholastic Aptitude and Achievement Tests	11-12
14	American College Testing Assessment (ACT)	12

NOTE! General Interest Inventory for Grade 11 as requested.

08:TESTDATE/5/14/85

Exhibit 3.3e,e

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THE TEAMS EXAM

Exhibit 3.3e,f

- One of the most significant changes for this year's students (with the exception of seniors) will be the requirements that they pass an exit level exam in order to graduate from high school.
- Areas to be tested are in math and English language arts (Reading and writing)
- This year's seniors are not affected by an exit exam; they must pass our present ninth grade competency requirements.
- On October 1 and 2, 1985, the test will be administered to every eleventh grade student for the first time. October 1 will be the date that the math portion is administered and October 2 will be the day of the English language arts portion.
- If a student fails this October exam by not passing both sections of the test, they will be able to take it again in the spring. The two sections will not be averaged together for a passing grade.
- A student must pass the entire exam in order to graduate in the Spring of 1987.
- If a student fails the spring exam, they may take it again next year in October of 1986 as a senior.
- If a student fails again in October of 1986, they may take it again in the spring of 1987.
- Students who fail will not receive a diploma nor will they participate in graduation exercises. Scores will not be recorded officially on their transcript until they pass the exit exam.
- Whenever a student finally passes the exam, they will be given their diploma, regardless when their class graduated.
- Results of the October, 1985 test should be available in 4-6 weeks from the Texas Education Agency.
- "Second chance" exams will be given statewide on May 1 and May 2 of 1986 for this current school year for those students who failed.
- The state set the testing days and the test will be given statewide on the same days.

Exhibit 3.3f,a

SAMPLE AGENDA FOR LUNCH HOUR SEMINARS

(time in percentages)

Time	Activity
(5%)	Getting settled, seated, lunch bags/boxes delivered
(2%)	Host's Greetings and Introduction of Presenter(s)
(3%)	Presenter's Overview of ES/PIE and of today's topic
(60%)	Presentation of topic or topics
(20%)	Audience participation; questions and answers
(5%)	Evaluation of Seminar and Wrap-up
(5%)	Acknowledgements, announcements, survey of interest for future topics or activities.

Exhibit 3.3f,b

SOME TIPS FOR SEMINAR PRESENTERS

- Arrive at least 15-20 minutes ahead of time to meet the liaison person or whomever will introduce you.
- Check the room to make sure that any equipment needed is in working order and that you know how to operate it.
- Communicate with person who will monitor the time.
- Distribute a one-page agenda at the beginning of the session, so that the audience knows what to expect.
- Limit the presentation to one specific topic and address only a few topic-related issues. Do not overload the presentation with too much information.
- Make sure that the contents of the presentation address immediate and practical needs of working parents.
- Structure the presentation to allow audience participation, reactions, questions and answers, personal anecdotes, etc.
- Keep the presentation within the available time.
- Use body language to establish a close and casual relationship with the audience.
- Use personal examples and anecdotes relevant to establishing your professional and personal credibility.
- Handouts should be distributed at the appropriate time; if needed to follow your presentation, distribute them before. If they reinforce your presentation, or provide additional information about the subject, distribute them at the end, so that participants do not get distracted by reading them while you present.

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NEWSLETTER ANNOUNCEMENT

(ENLARGED)

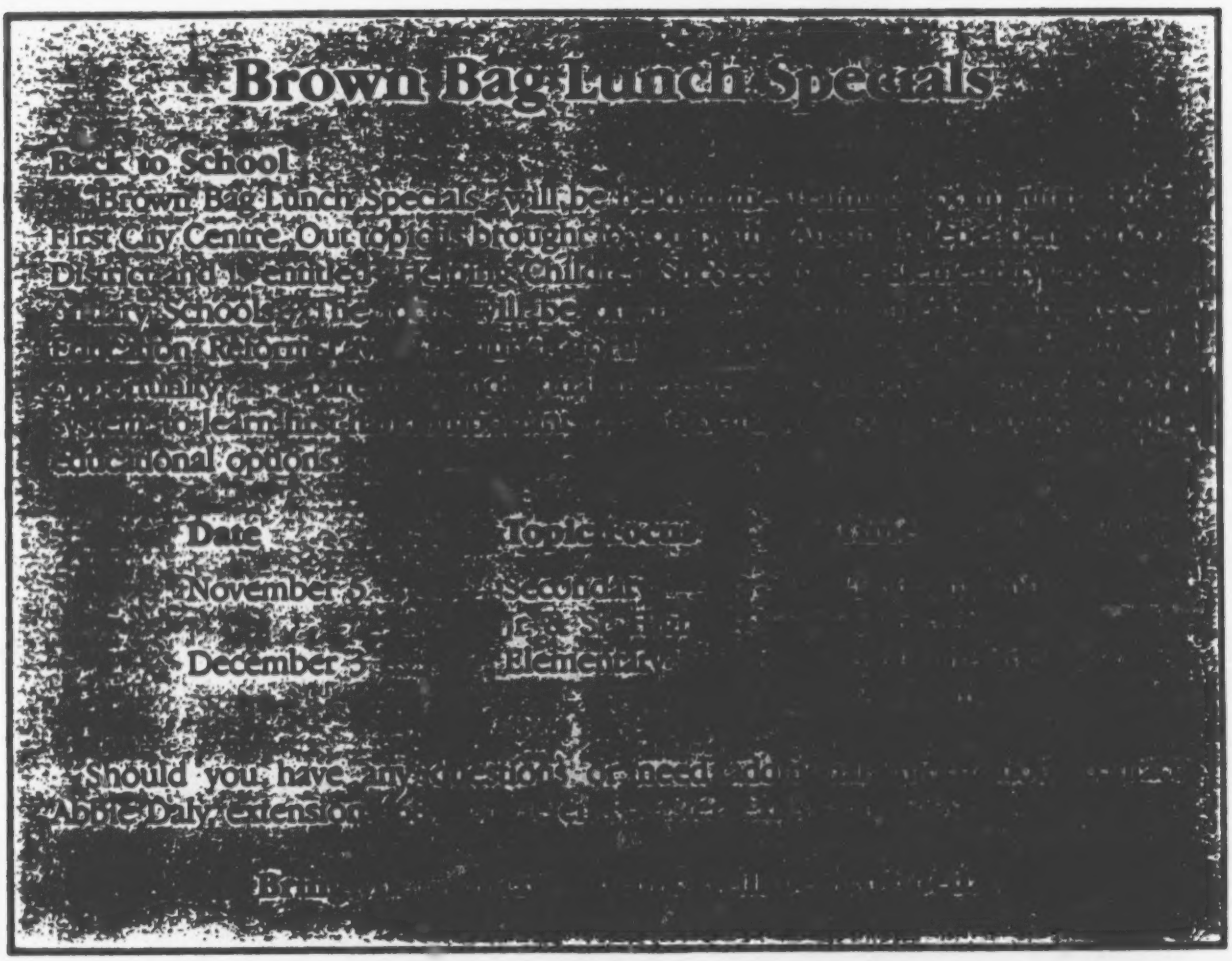

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Exhibit 4.2h

PARENTS IN THE WORK PLACE PROJECT

IBM
INFORMATION SEMINAR

August 29, 1985

A G E N D A

GREETINGS/INTRODUCTIONS	Ms. Lee Laws Director, Intergovernment Relations Austin ISD
NEW CURRICULUM REQUIREMENTS	Dr. Timy Baranoff Director, Elementary Curriculum Austin ISD
	Mrs. Gloria Williams Director, Secondary Programs & Services Austin ISD
ATTENDANCE REQUIREMENTS	Mrs. Mary Miller Director of Pupil Services Round Rock ISD
TESTING REQUIREMENTS	Mr. Jesús Chavez Administrative Assistant Research and Development Round Rock ISD
QUESTIONS/ANSWERS	
ANNOUNCEMENTS	

SPONSORS:

IBM
Southwest Educational Development Lab
Austin ISD
Round Rock ISD

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Exhibit 5.1b,a

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICIAL SCHOOL CALENDAR
1985-86

Twelve-month administrators report	July 1
Eleven-month administrators and instructional assistants report	August 6
New teachers report	August 20
All teachers report	August 26
First day of school	September 3
Last day of school	June 3
Last teacher day	June 4
New teacher orientation	August 23, 21, 22, 23
Preschool Workday	August 23, 27, 28, 29, 30

INSTRUCTIONAL BLOCKS

Elementary and Secondary		Days
1st Semester	Sept. 3 - Jan. 22	88
2nd Semester	Jan. 27 - June 3	92
1st Six Weeks	Sept. 3 - Oct. 11	29
2nd Six Weeks	Oct. 14 - Nov. 27	34
3rd Six Weeks	Dec. 2 - Jan. 22	34
4th Six Weeks	Jan. 27 - Mar. 6	29
5th Six Weeks	Mar. 9 - Apr. 24	34
6th Six Weeks	Apr. 29 - June 3	32

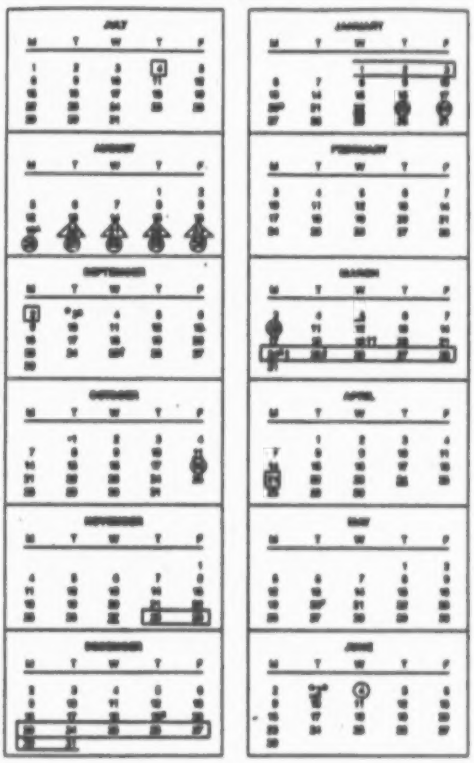
STUDENT HOLIDAYS

Staff Development Day	October 18
Thanksgiving	November 28-29
Winter Vacation	December 23-Jan. 3
Staff Development Days	January 20-21
Staff Development Day	March 18
Spring Vacation	March 24-29
Texas Sesquicentennial Day	April 21

CONTRACT YEAR

Employees on 215-day contracts will begin work August 6 and complete their contracts on June 16, 1986.

Employees on 230-day contracts begin work on July 1 and complete their contract year on June 30, 1986. Within that time period, 230-day employees require twelve additional days. These workday days are to be arranged with the immediate supervisor.



SYMBOLS

△ Staff Development/Orientation for new teachers only

□ Holiday for students, teachers, and other employees except those with special contract arrangements

○ Staff development -- staff reports to work; holiday for students

- End of semester
- End of six weeks
- First day, students
- Last day, students

† On September 20, elementary students will be released at 1:00 p.m. and secondary students will be released at 1:55 p.m. so teachers can attend Project BEST training.

†† March 19 will be a four-hour school day for elementary students only. Elementary staff will conduct parent-teacher conferences in the afternoon. Regular class day for junior high and senior high staff and students.

‡ Makeup days for inclement weather, or other reasons, will be Monday, March 24, Tuesday, March 25, or alternate days as determined by the Superintendent.

UT CALENDAR

A - Summer school ends
B - Fall term begins
C - Fall term ends
D - Spring term begins
E - Spring break
F - Spring term ends

For information about the calendar, contact Julia Tatum, 454-9471, ext. 210; for information about the 1985-86 staff development and planning/preparation calendars, contact Mike Ford, 454-9471, ext. 205.

1985-86 STAFF DEVELOPMENT AND PLANNING/PREPARATION SCHEDULE

DATE	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
Monday August 26, 1985	Superintendent's Convocation & Local Campus Staff Development (AM) District-Wide Staff Development (PM)	Superintendent's Convocation & Local Campus Staff Development (AM) Planning and Preparation (PM)	Superintendent's Convocation & Local Campus Staff Development (AM) Planning and Preparation (PM)
Tuesday August 27, 1985	District/Local Campus Staff Development Planning/Preparation (PM) Pupil Registration	District-Wide Staff Development (All Day)	District-Wide Staff Development (All Day)
Wednesday August 28, 1985	Planning/Preparation (AM) Project BEST (PM)	Planning/Preparation (AM) Project BEST (PM)	Planning/Preparation (AM) Project BEST (PM)
Thursday August 29, 1985	Planning/Preparation	Planning/Preparation	Planning/Preparation
Friday August 30, 1985	Planning/Preparation	Planning/Preparation	Planning/Preparation
Friday October 18, 1985	Time Equivalency Staff Development	Time Equivalency Staff Development	Time Equivalency Staff Development
Thursday January 23, 1986	Planning/Preparation	Planning/Preparation	Planning/Preparation
Friday January 24, 1986	Time Equivalency Staff Development	Time Equivalency Staff Development	Time Equivalency Staff Development
Monday March 10, 1986	Texas Examination of Current Administrators and Teachers (TECAT)	Texas Examination of Current Administrators and Teachers (TECAT)	Texas Examination of Current Administrators and Teachers (TECAT)
Wednesday June 4, 1986	Planning/Preparation	Planning/Preparation	Planning/Preparation

General Guidelines

1. There will be no required after-school staff development sessions or meetings for elementary personnel (other than regular faculty meetings) during the Parent-Teacher conferencing periods of October 17-31, December 5-18, January 28-February 12, March 18-April 2, May 1-14.
2. All Wednesdays are reserved for approved District level sessions or meetings (both required and optional attendance).
3. Thursdays are reserved for local campus faculty meetings or staff development sessions (secondary schools

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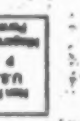
Exhibit 5.1b,b



CALENDAR/GUIDE

1985 - 1986

Niagara Falls School District

AN EDUCATIONAL COMMUNITY ON THE MOVE

1985	CALENDARS	1986

CENTRAL AND SCHOOL ADMINISTRATION

INSTRUCTIONAL OFFICES A/V BUSINESS OFFICE STAFF PERSONNEL SCHOOL LUNCH

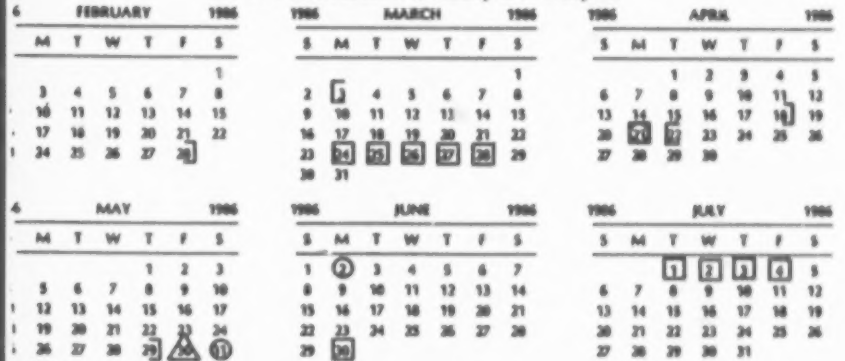
BUSING PHYSICAL ED. OCCUPATIONAL ED. RESEARCH ADULT ED. C.Y.P.

HEALTH PUPIL PERSONNEL HOME/SCHOOL PARTNERS GRADUATION/TESTING

Round Rock Independent School District
1985-86 School Calendar

First Semester / September 3 - January 17

Second Semester / January 21 - May 29



KEY:
- Student Holidays
- In-Week Periods
- Staff Development
- Teacher Work Day
- New Teacher Orientation
- Bad Weather Day

AUGUST
26 New Teacher Orientation
27 Teacher Work Day
28 Teacher Work Day
29 Staff Development Day
30 Staff Development Day

SEPTEMBER
2 Holiday — Labor Day
3 FIRST DAY OF SCHOOL

OCTOBER
11 End of First Six Weeks

NOVEMBER
25 End of Second Six Weeks
27 Staff Development Day
28-29 Holiday — Thanksgiving

DECEMBER
24-31 Holiday — Christmas

JANUARY
1 Holiday — Christmas
17 End of Third Six Weeks
End of Semester
20 Teacher Work Day

FEBRUARY
21 End of Fourth Six Weeks

MARCH
24-28 Holiday — Spring Break

APRIL
18 End of Fifth Six Weeks
21 Staff Development Day

MAY
26 LAST DAY OF SCHOOL
28 Teacher Work Day
29 Bad Weather Day

JUNE
2 Bad Weather Day
30 Holiday

JULY
1-4 Holiday

1st Semester — 9/3/85 - 1/17/86
2nd Semester — 1/21/86 - 5/29/86

District Information

	ADDRESS	GRADES	PROJECTED ENROLLMENT	PRINCIPALS	TELEPHONE
High Schools					
Round Rock High	300 Lake Creek Drive, Round Rock 78681	9-12	2307	George Bujnoch	255-7504
Westwood High	13400 Mellow Meadow Drive, Austin 78750	9-12	2509	Norman Sansom	250-1851
Middle Schools					
Canyon Vista Middle	9400 Spicewood Springs Rd., Austin 78759	6-8	1053	Don Dalton	
C.D. Fulkes Middle	300 West Anderson Avenue, Round Rock 78664	6-8	991	Gene Stokes	
Chisholm Trail Middle	600 Oakridge, Round Rock 78681	6-8	945	Pat Hughes	
Noel Grisham Middle	10905 Schlotthauer Lane, Austin 78750	6-8	1100	Jeff Rhodes	
Elementary Schools					
Anderson Mill	10510 Salt Mill Hollow, Austin 78750	K-5	746	Pat Peterson	
Bertram	400 West Anderson Avenue, Round Rock 78664	K-5	486	Leonard Kiely	
Brushy Creek	3000 Stonebridge, Round Rock 78681	K-5	788	Connie Parker	
Deep Wood	705 St. Williams, Round Rock 78681	K-5	778	Jon Floyd	
Forest North	13414 Broadmeade, Austin 78750	K-5	681	Carolyn Hood	
Laurel Mountain	10111 D.K. Ranch Road, Austin 78750	K-5	413	Eleece Moffett	
North Oaks	11104 Oak View Drive, Austin 78759	K-5	684	Kathy Caraway	
Pond Springs	7930 Stillhorn Mountain Trail, Austin 78759	K-5	544	Royce Swann	
Purple Sage	14000 El Salido Parkway, Austin 78759	K-5	648	Linda Herrington	
Robertson	1410 Gaylord, Round Rock 78664	K-5	1070	Sandi Gordon	
Spicewood	14001 Olson, Austin 78750	K-5	670	Jerry Don Landers	
Voigt	1301 Cushing Drive, Round Rock 78664	K-5	510	Rosemary Cone	
Wells Branch	14000 Mawlbourn Drive, Austin 78750	K-5	548	Ray Bellido	
District Total		K-12	17,421		

Central Administration

Central Administration Building 255-6431
1311 Round Rock Avenue Round Rock, Texas 78681

Superintendent ..... Dr. Grant Rock

Deputy Superintendent ..... Alice Brown

Assistant Superintendent of Personnel and Administration .....

Assistant Superintendent of Curriculum and Instruction .....

Assistant Superintendent of Business Affairs ..... Gwen Selby

Board of Education

Oscar Perez, President
Nancy Ohlendorf, Vice President — Carol Gelford
Karl Hanner, Secretary — Bill McAuliffe
Nelda Click — Richard Shackelford

The Board of Trustees of the Round Rock Independent School District meets on the third Thursday of each month at 7:30 p.m. in the school administration building at 1311 Round Rock Avenue, Round Rock, Texas. The public is invited to attend.

School Closings

During inclement weather or other emergencies, the following stations will carry information concerning school closings: KVET Radio, KQTN Radio, KLBJ Radio, KOKE Radio, Channel 8 (RRISD Television), KTBC Television, KTVV Television and KVUE Television.

Medication Policy

Written permission from a parent or legal guardian is required prior to the school administering prescription or non-prescription medication. Prescription drugs must be in the original container with complete pharmacy label.

Transportation

Transportation service is available for children who live two miles or more from the school which they would normally attend. Students who attend more than one school to participate in vocational programs receive transportation between schools during school hours. Special education students are eligible for transportation services when need is established. The district does not provide transportation for students not meeting these qualifications. For information concerning transportation call 255-2304.

Immunizations

Students new to the district must present birth certificate and immunization record at time of registration.

Texas law requires all students to be immunized for certain diseases. According to school policy children may be exempted from the requirement if parents/guardians furnish certification from a physician that one or more of the immunizations would endanger the child's life, or, submit a signed statement from their religious affiliation that immunizations are contrary to their religious beliefs.

Immunizations will be required for the following diseases:

DPT (diphtheria/pertussis/tetanus) a series of three shots, plus booster after age 4
Polio three doses of oral, plus booster after age 4
Rubeola (hard measles/12 day)-one immunization after age 1
Rubella (German measles)-one immunization (not required past age 12)
Mumps one immunization

All new entrants and returnees must be immunized (or show proof thereof) before the pupil can register for school. Any student who does not complete the immunization requirements will not be permitted to register.

For information about free immunization clinics, please call the Williamson County Health Department in Georgetown at 863-6666, or the Travis County Health Department at 474-6881.

Report Cards

First	October 18
Second	November 27
Third	January 22
Fourth	March 5
Fifth	April 23
Sixth	May 30

These schools using computerized report systems will mail the sixth report card after May 26th.

Exhibit 5.1b.c

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PARENT CENTER COORDINATORS:

Harriet Ortani

JoAnn Perez

Gwenlynne Pike

CONSULTANT:

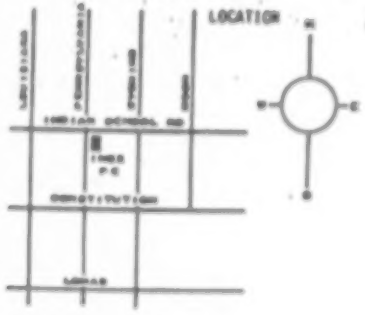
Dr. Roger Kroth

HOURS

8:00 - 4:30 MONDAY - FRIDAY

AND BY APPOINTMENT
AT OTHER TIMES

LOCATION



THE PARENT CENTER IS LOCATED AT INEZ ELEMENTARY SCHOOL IN THE NORTHEAST WING OF THE BUILDING.

1700 Pennsylvania, N.E.
Albuquerque, New Mexico 87110
(505) 292-0101

the Parent Center

A PROGRAM DESIGNED TO STRENGTHEN THE RELATIONSHIP BETWEEN HOME AND SCHOOL

APS

ALBUQUERQUE PUBLIC SCHOOLS

292-0101

"Parents have to be recognized as...educators, the true experts on their children; and professional people...have to learn to be consultants to parents"

Nicholas Hobbs

The Parent Center is sponsored by the Special Education Department of the Albuquerque Public Schools to strengthen the relationship between home and school. It is built on the philosophy that the growth, development, and school success of children are enhanced when parents and teachers work together effectively. Education is truly a partnership between home and school.

MATERIALS AVAILABLE

- "Directory of Selected Community Services for Exceptional Children and Their Families" A quick reference for school personnel in locating assistance for the families with whom they work.
- "Tutor Directory" A list to assist those who receive requests for tutors from parents of students who are experiencing problems in school.
- Handouts for Parents and Teachers Tip sheets for parents on topics designed to promote school progress and child development.

THE PARENT CENTER SERVES PARENTS, TEACHERS & COMMUNITY

- Parent Seminars A series of workshops geared to enhance parenting skills
- Mini-Conference for Parents A Saturday conference designed to strengthen parenting skills and home/school relationships
- Industry Outreach Parenting skills workshops conducted for employees at their work site
- Consultation Information and support to school personnel and parents on specific issues relating to children
- Media Radio talks and television panel discussions developed to provide home access to parent information
- Relocation A service designed to assist parents of exceptional children who are moving to another locale
- Parent/Professional Library Materials available for checkout on topics such as parenting skills, home/school relations, and specific exceptionalities

Exhibit 5.2d.a

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WORK & FAMILY SEMINARS MAKE SENSE FOR TODAY'S WORKFORCE

Exhibit 5.2d,b

- The fastest growing segment of the Minnesota workforce is mothers of children under 18.
- Both parents work in over 50% of Minnesota families with children under 18.
- A recent survey of over 500 Minnesota businesses shows that over 60% of the respondents either have or are considering worksite seminars on balancing work and family responsibilities.
- Work and Family Seminars help alleviate anxiety about parents and family issues that can sap energy which otherwise could go into productive work activities.

What are Work & Family Seminars?

Work and Family Seminars are courses offered at the company workplace. Through the seminars employees learn skills and insights which help them balance work and family responsibilities.

The seminars help...

- reduce job anxiety associated with work and family concerns
- promote a supportive atmosphere among employees
- create a sense of loyalty toward the company.

Participants report that they are better able to manage family responsibilities in ways that do not conflict with work.

Seminars To Fit Your Company's Needs

Choose from the topics below to build a program for your company. Assistance is available for assessing employee interests and concerns.

BALANCING WORK AND FAMILY

- management of stress caused by work/family conflicts
- effective management of time at home and at work
- communication and negotiation within families
- assessing family goals and values
- decision making and problem solving strategies
- family roles and responsibilities
- developmental stages of adults
- special concerns of single parents
- special concerns of dual-employed families
- building self esteem in parents and children
- choosing child care

PARENTS AND CHILD DEVELOPMENT

- behavior guidance strategies
- developmental stages of the:
  - infant
  - pre-schooler
  - school-age
  - teen-age
- dealing with discipline concerns
- helping children through crisis
- fostering a sense of responsibility and independence in children

HEALTH AND WELLNESS

- nutrition for a lifetime
- exercise and fitness
- prenatal concerns: the working pregnant employee
- health, safety and first aid for children
- consumer health care options

Often the seminars are offered as "brown bag" lunch programs. They can also be scheduled at other times during the day or evening. Seminars generally consist of three to eight sessions held bi-weekly intervals.

Contact Vocational Education now for further information about how your company can arrange a Work & Family Seminar.

VOCATIONAL EDUCATION CAN HELP YOU

A Proven Record...

Vocational Education has an established record of successfully providing educational services. Last year alone, over 94,000 adults participated in vocational parent and family education programs throughout Minnesota. Seminars have been offered in both community and worksite settings.

Qualified Instructors...

All instructors are certified by the Minnesota Department of Education as adult vocational educators with expertise in parenting, family life and child development.

Cost Effective...

Vocational education seminars provide quality education at reasonable rates.

EDUCATIONAL SERVICES AVAILABLE:

- Educational programs designed to fit your company
- Assessment of employees to determine interests and concerns
- Technical Assistance and resource referral
- Consultant Services

CONTACT VOCATIONAL EDUCATION NOW

FOR INFORMATION & REFERRAL:

The Vocational Education Work & Family Institute is an organization helping the business community obtain quality educational services on work and family issues. It is a consortium of Area Vocational Technical Institutes (AVTIs), through the Minnesota State Department of Education. For more information about work and family seminars and a referral to your local AVTI contact:

Mary Beth, Project Director
Vocational Education Work & Family Institute
524 Capitol Square
550 Cedar Street
St. Paul, MN 55101
612/296-6316

FOR DIRECT SERVICE IN YOUR AREA:

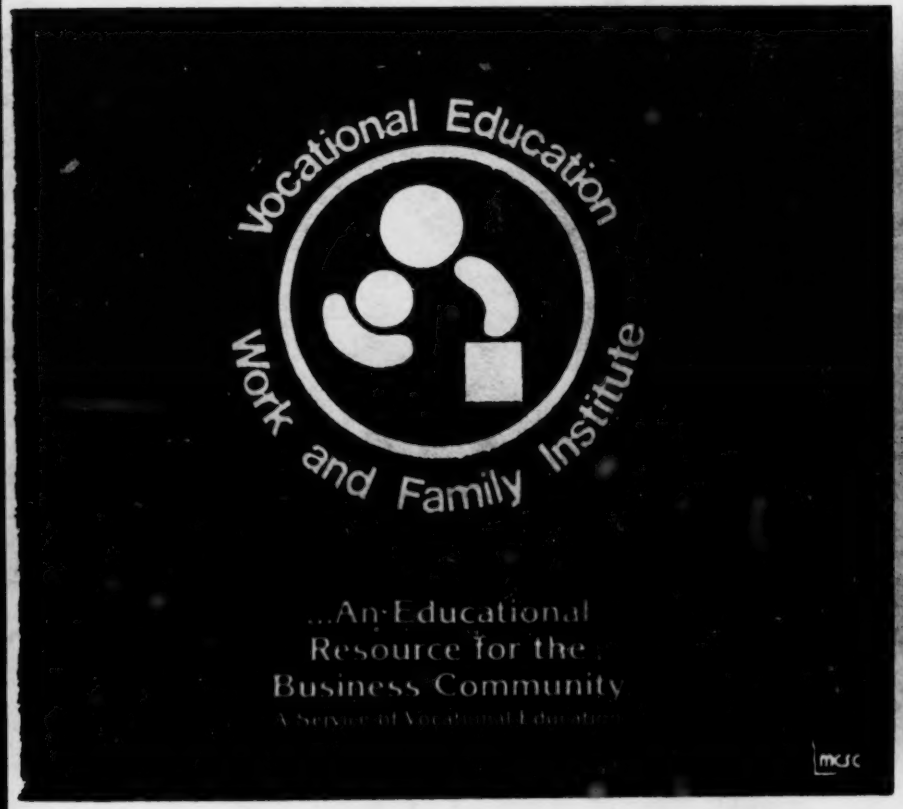
There are 33 Area Vocational Technical Institutes (AVTIs) throughout Minnesota providing training to employees. To arrange seminars for your employees, contact the Adult Education Department at the AVTI nearest you.

WORK & FAMILY SEMINARS

Vocational Education Work and Family Institute

An Educational Resource for the Business Community

THE IMPACT OF WORKING WOMEN ON BUSINESS



WORK AND FAMILY SEMINARS AT THE WORKSITE

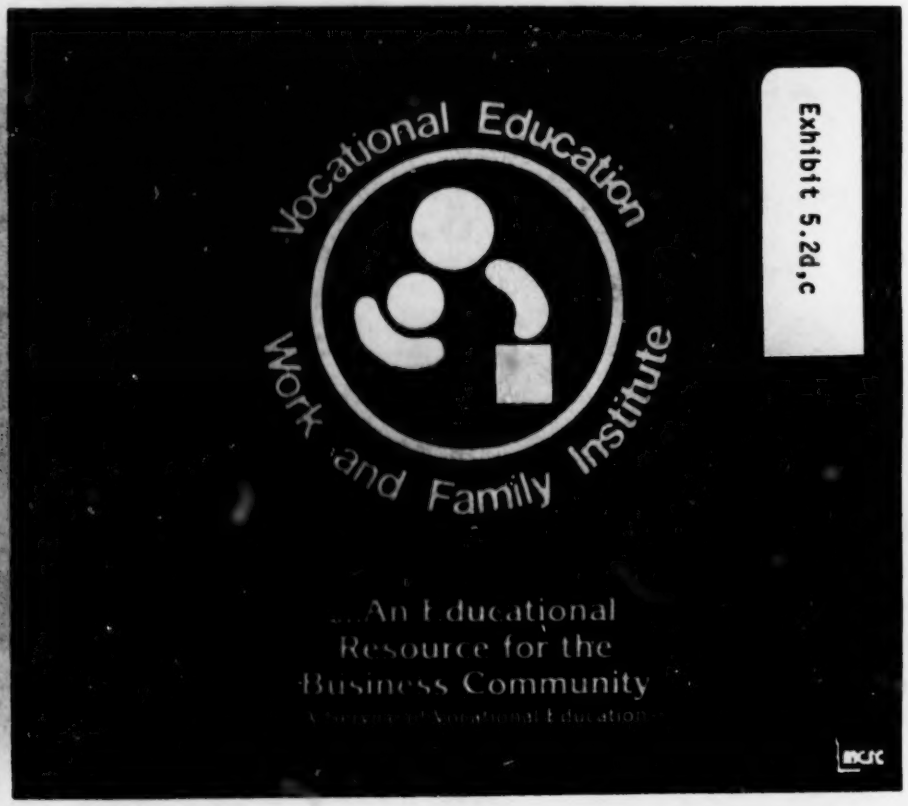


Exhibit 5.4a

DRAFT

CORPORATE STATEMENT OF SUPPORT FOR EMPLOYEE INVOLVEMENT IN THE EDUCATION OF THEIR CHILDREN

OUR children hold the key to the continuity and improvement of our society and of our own community. They will have to carry forth not only our values and traditions, but will also be the future producers and consumers of our goods and services, and will have the task of preserving and improving the environment to enhance the quality of life for all of us.

SECOND only to the importance of the family unit are the schools, which we entrust with the major responsibility for the education of our children. The schools, in order to fulfill such an important role, need not only the best qualified teachers and administrators, adequate physical facilities and resources, but more importantly, they need the support and involvement of the parents and the community at large.

The President/Chairman of the Board understands that the Company's contribution to the community goes beyond the services it provides to its clients. As a unified group of men and women, the Company's employees are themselves an important part of this community. They contribute their time and energies to the various aspects of the life of the community, and, in particular, to the schools that their children attend.

It is in recognition of the important role that each parent/employee plays in supporting our schools that the Company or President/Board of Directors/CEO resolve(s):

1. To reaffirm our support for the efforts that the City area schools are undertaking to improve the quality of the education that our children receive.

2. To reaffirm our support for the efforts that our employees currently make to be involved in the education of their children after their regular work hours.

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3. To urge employees to make use of the various leave mechanisms available to them to attend to the school needs of their children during regular working hours.

(optional) 3a. To direct the Personnel Director/Human Resources Manager to study the feasibility of establishing a special form of leave for purposes of parent involvement in children's education, not to exceed number hours per school year.

4. To urge managers and supervisors to exercise maximum flexibility to accommodate reasonable leave requests for parental involvement in school.

5. To facilitate the internal distribution and posting of information related to school activities, special events, and programs provided by the schools or by the parents themselves.

6. To make available facilities and support for the organization and scheduling of education-related meetings and seminars during work hours to be conducted by school personnel or other appropriate community resources.

7. To publicize our corporate support for our schools and thus encourage other institutions in the community to follow our lead.

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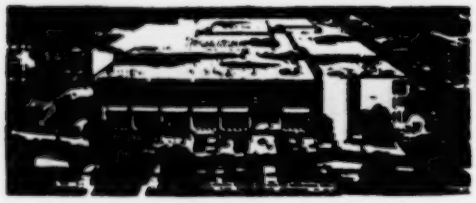
Exhibit 5.4d



Houston Independent School District

3830 RICHMOND AVENUE • HOUSTON, TEXAS 77027
AREA CODE (713) 623-6011

Dear Employer:

In the fall of 1978, the Houston Independent School District initiated a program aimed at raising the educational achievement levels of Houston Independent School District students. The program - Operation Fail-Safe - is geared to increasing the involvement of parents in schools and the instructional program of their children. Evidence indicating a correlation between student achievement and parent involvement is so positive that the Houston Independent School District feels the continuation of Operation Fail-Safe is vital.

All parents of the Houston Independent School District students are invited to attend individual parent/teacher conferences. In these meetings, parents review their child's performance records and discuss the kinds of supplemental learning materials they can use at home to help increase their child's learning. The most recent test score information available for district students indicates the Houston Independent School District students are improving.

For the fourth consecutive year, the average academic achievement of students in grades 1-6 in the Houston Independent School District meets or exceeds the national norm. At the secondary level, the District has shown the greatest improvement in test scores since the secondary testing program was implemented. These results confirm the continuation of improved basic skills performance of students in the Houston School District. The continued performance at or above grade level at the elementary grades and improvement at all secondary grades are indicative of the stability and quality of the educational programs offered in the Houston Independent School District.

To continue this trend, we are asking employers of parents with students in the district to allow parents to take an hour to two hours off from their jobs on September 28 and/or October 10, this fall to meet with teachers and counselors again. In the spring, the Operation Fail-Safe day will be on February 29. With your cooperation, we would like to see 100 percent of the parents participating in Operation Fail-Safe. You can provide that extra boost the program needs to see it reach this new goal this year.

Our special thanks for working with us on Operation Fail-Safe!

With best personal regards, I am,

Very truly yours,

Billy R. Reagan

Billy R. Reagan
General Superintendent

BRR:phd #154-27

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Exhibit E2.3b

OBSERVATION FORM

Employer/Business Name: _____

Seminar Title: _____

Date: _____

Time Scheduled: From _____ until _____

Name of Presenter(s): _____

_____

Describe type of room used: _____

_____

Was the room ready? _____

Starting time: _____ (on time _____ late _____)

Were people eating during the presentation? _____

Presenter(s), topic covered, and time used: From until

1. _____
2. _____
3. _____
4. _____
5. _____

etc.

Questions asked:

1. _____

2. _____

4. _____

etc.

Time ended _____

Comments: _____

_____

etc.

Exhibit E2.4c

Seminar name:_____

EVALUATION FORM

PART I - THE SEMINAR (Please circle one rating):

		Definitely Not				Definitely Yes
1.	The information provided was new to me.....	1	2	3	4	5
2.	The information provided was interesting to me.	1	2	3	4	5
3.	The information provided was valuable to me as a parent.....	1	2	3	4	5
4.	The amount of time allowed for the presentation was adequate.....	1	2	3	4	5
5.	The amount of time allowed for questions and discussion was adequate.....	1	2	3	4	5
6.	The presenter(s) seemed knowledgeable about the issues discussed.....	1	2	3	4	5
7.	The presenter(s) communicated the information well.....	1	2	3	4	5
8.	I would recommend this seminar to other working parents.....	1	2	3	4	5
9.	The handouts provided will be useful to me.....	1	2	3	4	5

PART II - BENEFITS OBTAINED (please check one or more)

		YES
1.	I got answers to questions that I had.....	_____
2.	I got information about resources.....	_____
3.	I got information that will help in making some decisions about my children's education.....	_____
4.	I got motivated to take some actions concerning my children's education.....	_____
5.	Other (please specify)_____	

_____

_____

VI. RESOURCES

A. Organizations/Associations/Programs/Projects

Career and Family Center. Catalyst. 14 East 60th Street, New York, N.Y. 10020.

Center for Social Organization of Schools. Johns Hopkins University, 3505 N. Charles St., Baltimore, Maryland 21218.

Education Committee, Austin Chamber of Commerce, P. O. Box 1967, Austin, Texas 78767.

Employer-Sponsored Parent Education Project, P. O. Box 44064, Baton Rouge, Louisiana 70804.

Family Study Center, College of Home Economics, Home Economics West, Room 114, Oklahoma State University, Stillwater, Oklahoma 74074.

The Family Matters Project, Cornell University. Ithaca New York 14850.

Governor's Office of Community Leadership, Sam Houston Building, Suite 105, Austin, Texas 78711

The Home and School Institute, Inc., Special Projects Office, 1201, 16th Street, NW, Suite 228, Washinyton, D.C. 20036.

Institute for Responsive Education, 605 Commonwealth Avenue, Boston, MA 02215.

Louisiana Association of Business and Industry, P. O. Box 80258, Baton Rouge, Louisiana 70898.

National Committee for Citizens in Education, Suite 410, Wild Lake Village Green, Columbia, Missouri 21044.

The Parent Center, Albuquerque Public Schools, 1700 Pennsylvania, N.E., Albuquerque, New Mexico 87110

Program on Families and Work. American Association of University Women, 2401 Virginia Avenue, NW, Washington, D.C. 20037 (Project Director: Judith S. Ball)

Resources for Parents at Work, 722 Westview Street, Philadelphia, Pennsylvania 19119.

Dorothy Rich Associates (ARA): A program on family, school, and employer relationships, 3301 Newark Street, NW, Washington, D.C. 20008.

The Work and Family Life Study (WFLS), Bank Street College of Education, 610 East 60th Street, New York, N.Y. 10022.

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B. Newsletters/Bulletins/Articles/Reports

"Business and Industry - Partners in Education." American Association of School Administrators, 1801 N. Moore Street, Arlington, Virginia 22209 (1984).

Career and Family Bulletin. Publication from the Catalyst Career and Family Center. Catalyst, 14 East 60th Street, New York, N.Y. 10022.

"Citizens and the Schools - Partners in Education." American Association of School Administrators, 1801 N. Moore Street, Arlington, Virginia 22209 (1984).

Community Leadership. Publication from the Governor's Office of Community Leadership. Office of the Governor, Governor's Office of Community Leadership, P. O. Box 12428, Capitol Station, Austin, Texas 78711.

"Encouraging Employer Support to Working Parents: Community Strategies for Change." Dana Friedman. Center for Public Advocacy Research, 12 West 37th Street, New York, N.Y. 10018

"Families and Employment." In Oklahoma Families, published by the Family Study Center, College of Home Economics, 114 Home Economics West, Oklahoma State University, Stillwater, Oklahoma 74078.

"Families and Work: Traditions and Transitions." Judith S. Ball and Mary Ann Krickus. In Graduate Women, published by the American Association of University Women, 2401 Virginia Avenue, NW, Washington, D.C. 20037. March/April 1982, Vol. 76, Num. 2.

Oklahoma Families. Published by the Family Study Center, College of Home Economics, 114 Home Economics West, Oklahoma State University, Stillwater, Oklahoma 74078.

"The Partnership Concept: A Cooperative Approach to School-Based Child Care." Fairfax County Office for Children, 10396 Democracy Lane, Fairfax, Virginia 22030. January 1982.

The Texas Volunteer. Publication from the Governor's Office of Community Leadership. Office of the Governor, Governor's Office of Community Leadership, P. O. Box 12428, Capitol Station, Austin, Texas 78711.

VII. REFERENCES

A survey of school administrators and policy makers. Executive Summary of the 1983 Parent Involvement in Education Project (PIEP) Annual Report, by David L. Williams, Jr. and John T. Stallworth. Austin, Texas: Southwest Educational Development Laboratory.

Broken homes. Hearings before the Senate Sub-Committee on Family and Human Services, of the Committee on Labor and Human Resources, Part 1, March 22 & 24; Part 2, September 22 & October 1, 1983.

Business and child care handbook. Minneapolis, Minnesota: Business and Childcare Project, Greater Minneapolis Day Care Association.

Community solutions for child care: Report of a conference. Women's Bureau, U. S. Dept. of Labor, August 1979.

Corporate financial assistance for child care. By Dana Friedman. The Conference Board Research Bulletin No. 177, Work and Family Information Center, New York, NY, 1985.

Corporations and families: Changing practices and perspectives. By Helen Axel. Conference Board Report No. 868, New York, NY, 1985.

Corporations and the family in the 1980's. Philadelphia, Pennsylvania: Human Resources Network, 1982.

Education and private sector collaboration to help meet school staff development/inservice education needs. Executive Summary of the 1983 Ways to Improve Schools and Education Project (WISE) Annual Report, by Al King. Austin, Texas: Southwest Educational Development Laboratory, December 1983.

Employed parents and their children: A data book. Washington, D.C.: Children's Defense Fund, 1983.

Employers and child care: Establishing services through the workplace. Women's Bureau, U. S. Dept. of Labor, Women's Bureau, Pamphlet 23, revised August 1982.

Encouraging employer support to working parents: Community strategies for change. By Dana Friedman. New York: Working Parents Project, Carnegie Corporation of New York, 1983.

Equal employment opportunity for women: U. S. Policies. Women's Bureau, U. S. Dept. of Labor, Women's Bureau, 1982.

Families and child care: Improving the options. Select Committee on Children, Youth and Families, September 1984.

Families at work: Strengths and strains. The General Mills American Family Report, 1980-81, conducted by Louis Harris and Associates, Inc. Minneapolis, MN: General Mills, Inc., 1981.

Families in crisis: The private sector response. Select Committee on Children, Youth and Families Hearing held in Washington, D.C., July 12, 1983.

Government initiatives to encourage employer supported child care. By Friedman, Dana E. New York: The Center for Public Advocacy research, July 1983.

Helping working parents: Child care options for businesses. Office of the Governor, State of North Carolina, June 1981.

Improving American education: Roles for parents. Hearing before the Select Committee on Children, Youth, and Families, House of Representatives, Ninety-Eighth Congress, Second Session. Hearing held in Washington, DC on June 7, 1984.

Increasing supports for two-parent and single parent working families. Proceedings from an Invited Conference, September 28-29, 1983, by Reanato Espinoza and Nancy Naron. Austin, Texas: Southwest Educational Development Laboratory, December 1983.

Innovative workplaces of the San Francisco Bay Area. By Closson, Michael, et al. Palo Alto, California: New Ways to Work, 1978.

New Management Initiatives for Working Parents. Reports from an April 1981 Conference, edited by Clifford Baden and Dana E. Friedman. Boston, MA: Office of Continuing Education, Wheelock College, 1981.

Programs to strengthen families. By Yale Bush Center in Child Development and Social Policy and the Family Resource Coalition. Yale University and Family Resource Coalition, October 1983.

School-age child care: A policy report. By Seligson, Michelle, et al. Wellesley, Mass.: School Age Childcare Project, Wellesley College Center for Research on Women, December 1983.

School-age child care: An action manual. By Baden, Ruth Kramer, et al. Boston, Mass.: Auburn House Publishing Co., 1982.

Supporting a family: Providing the basics. Select Committee on Children, Youth and Families, Hearing held in Washington, D.C., July 18, 1983.

The State of Families, 1984-85. New York, NY: Family Service America, 1984.

Work and family in the 1980s: A corporate reader. Washington, D.C.: Children's Defense Fund, 1983.

Work and family life among Anglo, Black and Mexican American dual-earner families. Executive Summary of the 1982 Working Parents Project (WPP) Annual Report, by Renato Espinoza and Theresa Mason. Austin, Texas: Southwest Educational Development Laboratory, January 1983.

Work and family life among Anglo, Black and Mexican American single-parent families. Executive Summary of the 1983 Working Parents Project (WPP) Annual Report, by Renato Espinoza and Nancy Naron. Austin, Texas: Southwest Educational Development Laboratory, December 1983.